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ABSTRACT

Creating a Career is an instructional program in vocational guidance, developed for use in adult basic education and retraining programs. As a curriculum-based program, it was designed to provide activities for young adults in the areas of self-assessment, learning about the world of work, making personal career plans, and developing job search skills. This student's book contains exercises and various forms which students can fill in as part of their class activities. The main topics covered are: exploring personal roles, listening for understanding, questioning for information, setting goals, choosing an occupation, identifying job opportunities, making job applications, exploring job expectations, and handling job interviews. (Author/BP)

ED 099467

CREATING A CAREER

STUDENT'S BOOK

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FOREWORD

Creating A Career is an instructional program in vocational guidance, developed for use in adult basic education and retraining programs. As a curriculum-based program, it was designed to provide activities for young adults in the areas of self-assessment, learning about the world of work, making personal career plans, and developing job search skills.

This Student's Book contains exercises and various forms which students can fill in as part of their class activities. The book is accompanied by an Instructor's Manual and various other multi-media materials produced and selected for the program.

The Creating a Career program was developed by Glen Tippett, James Williams and Naida Waite. Appreciation is due the Prince Albert Regional Community College for allowing the Training Research and Development Station to make a trial use of the program in two classes in November and December, 1973. Sharon Curniski, Paulette Olexyn, Sandra Berezowski and Ruth Rohovich typed many drafts and contributed to planning the format. Staff of the Audio-Visual Technology Unit, Robert Barkman and Stanley Reid, under the direction of Ross Ingroville and assisted by Walter Burt and Larry Zadvorny, made the film, designed the book covers, and did the art work for the cartoons, the numerous forms and the overhead projectuals.

The Training Research and Development Station was established in 1972 to develop new methods of counselling and training adults.

Vernon Mullen, Chief
Adult Development Division
Training Research and
Development Station

May, 1974

TABLE OF CONTENTS

Page

TOPIC I - EXPLORING PERSONAL ROLES 1
Unit 1 - Identifying Roles 3

TOPIC II - LISTENING FOR UNDERSTANDING 9
Unit 1 - Listening Techniques 11
Unit 2 - Listening Practice 15

TOPIC III - QUESTIONING FOR INFORMATION 19
Unit 1 - Questioning Techniques 21
Unit 2 - Questioning Practice 45

TOPIC IV - SETTING GOALS 51
Unit 1 - Analysing Roles 53
Unit 2 - Setting Criteria 66
Unit 3 - Setting Personal Goals 75

TOPIC V - CHOOSING AN OCCUPATION 87
Unit 1 - Setting Criteria 89
Unit 2 - Exploring Occupations 114
Unit 3 - Making An Occupational Choice 139
Unit 4 - Exploring Jobs 141

TOPIC VI - IDENTIFYING JOB OPPORTUNITIES 155
Unit 1 - Using Services of Agencies 157
Unit 2 - Using the Media 162
Unit 3 - Using Personal Contacts 164

TOPIC VII - MAKING JOB APPLICATIONS 167
Unit 1 - Completing Application Forms 169
Unit 2 - Preparing Letters and Resumés 181

TOPIC VIII - EXPLORING JOB EXPECTATIONS 199
Unit 1 - Identifying Job Expectations 201
Unit 2 - Practising Employee Roles 209

TOPIC IX - HANDLING JOB INTERVIEWS 217
Unit 1 - Interviewing Techniques 219
Unit 2 - Interviewing Practice 223

2A

I

TEACHER

FATHER

SPORTSMAN

EMPLOYEE

SON

HUSBAND

OWNER

COMMUNITY
WORKER

MYSELF

EXPLORING PERSONAL ROLES

UNIT 1 : IDENTIFYING ROLES

In this unit, you will do three things. First, you will have a chance to get to know the other members of your class. Second, you will look at your roles and see if your behaviour helps or hinders these roles. Third, you will learn something about the whole course.

Exercise 1. Relating Behaviour to Roles

Each person plays a number of roles in his everyday life. In each role a person is involved with different people in different ways. For example, a man in the role of a husband has relationships and behaviours which he uses in that role alone. Different behaviour is required in the same man's role as a father. Each person can learn about himself by looking at the roles in his life and by examining them to see what he does in each and how each role affects the others. Closely related to the roles are the behaviours which support or help each one.

If you stop to think about it, you are really several people. You might be a father or mother, husband or wife, community worker, party man, foreman, son or daughter or neighbour. Each of these "people you are" is a role that you play at different times with different people.

Your instructor will help you to find out "the people you are" with an exercise called, "Ten Persons I Am". Then your instructor will help you find the most important role in your life. When you have completed these discussions with the instructor and class, write your "Ten Persons I Am" on the form Relating Behaviours to Roles which follows. Write your ten roles in order, with the most important first and the least important last.

Exercise 2. Relating Behaviours to Roles

The roles you wrote in Exercise 1 probably give you a pretty good idea of "who you are". What about the things you do? Here you can look in two main ways at the things you do:

1. How do you spend your time?
2. How do you spend your money?

Your instructor will help you to list ten ways in which you spend your time and money and to rank them, not by their importance, but by how much time or money you spent on them during the last month. The reason you are doing this is to find out whether the things you do help or hinder you in your roles.

Choose from the list all the ways you spend your time which help each of your roles. Write the number only of each way you spend time in the second column of the form Relating Behaviours to Roles, opposite a role which it helps.

Do the same for the ways you spend your money. Write the number of the way you spend money beside a role which you think is helped by that way of spending money.

You might find that you spend time and money in ways which don't help any of your roles. If this happens, put the numbers of these opposite "Supports No Roles".

Now study the whole form. Are your most important roles well supported by the ways you spend your time and money? Do you spend a lot of time and money on roles which you do not consider to be important in your life?

Do you want to change your lists after you have thought about them and discussed them? If so, do that now and write your roles, or what you do, in a new order on the second form on page 6.

Exercise 3. Overview of Creating a Career

You have started this course with a study of yourself and how you act in relation to the different roles you play in life. During the course, you will learn more about yourself and the world of work. You will also learn certain skills and information that will help you to choose an occupation and get a job that will satisfy you.

You will be able to improve your listening and questioning skills and practise them in role-plays with fellow students. These skills will help you to find information about jobs and to make a good impression in job interviews.

You will learn a way of making decisions that you can use for setting personal goals - family goals, social goals, and occupational goals. In order to find the occupation that suits you best, your interest and aptitudes will be tested. Then you will be able to examine a wide range of occupations for which you are qualified or can be trained. You will also learn about job expectations: the things that you can expect from a job, and the things that an employer will expect from you.

In the last part of the course, you will be able to improve your job search skills. You will learn how to find out what jobs are available, how to fill in job application forms and write letters of application and resumés, and you will practise interviews for specific jobs that you are interested in.

During the course your instructor will use a short film, audiotapes, overhead projectuals, the Exploring Occupations Kit and other materials to give you the required information. There will be lots of opportunity for discussion, and you will do exercises in your own Student's Book. At the end of the course you will be able to keep the book as a reference to help you in the future.

You can also study the content chart of Creating A Career on page 7. Nine topics are listed in the right hand column. Each topic has from one to four units; the titles of the units are listed in the first four columns.

RELATING BEHAVIOURS TO ROLES

TEN PERSONS I AM	WAYS I SPEND MY TIME WHICH SUPPORT EACH ROLE	WAYS I SPEND MY MONEY WHICH SUPPORT EACH ROLE
SUPPORTS NO ROLES		

RELATING BEHAVIOURS TO ROLES

TEN PERSONS I AM	WAYS I SPEND MY TIME WHICH SUPPORT EACH ROLE	WAYS I SPEND MY MONEY WHICH SUPPORT EACH ROLE
SUPPORTS NO ROLES		

CREATING A CAREER

UNIT 1	UNIT 2	UNIT 3	UNIT 4	TOPIC
IDENTIFYING ROLES				EXPLORING PERSONAL ROLES I
LISTENING TECHNIQUES	LISTENING PRACTICE			LISTENING FOR UNDERSTANDING II
QUESTIONING TECHNIQUES	QUESTIONING PRACTICE			QUESTIONING FOR INFORMATION III
ANALYSING ROLES	SETTING CRITERIA	SETTING PERSONAL GOALS		SETTING GOALS IV
SETTING CRITERIA	EXPLORING OCCUPATIONS	MAKING AN OCCUPATIONAL CHOICE	EXPLORING JOBS	CHOOSING AN OCCUPATION V
USING SERVICES OF AGENCIES	USING THE MEDIA	USING PERSONAL CONTACTS		IDENTIFYING JOB OPPORTUNITIES VI
COMPLETING APPLICATION FORMS	PREPARING LETTERS AND RESUMÉS			MAKING JOB APPLICATIONS VII
IDENTIFYING JOB EXPECTATIONS	PRACTISING EMPLOYEE ROLES			EXPLORING JOB EXPECTATIONS VIII
INTERVIEWING TECHNIQUES	INTERVIEWING PRACTICE			HANDLING JOB INTERVIEWS IX

9/10

II

ENJOYMENT

KNOWLEDGE

COMMUNICATION

FEEDBACK

INFORMATION

LISTENING FOR UNDERSTANDING

UNIT 1: LISTENING TECHNIQUES

Exercise 1. Why We Listen

Listening is an important skill at all times. Listening allows us to be entertained, to take directions, to prevent injury and to get new information from someone who is speaking. Listening skills are of two main kinds. The first of these can be called the "Attending Behaviours". These are the skills of paying attention to what is being said to us. The other skills are those which we use to help understand what is said.

Here are some reasons which show the importance of listening in our lives:

1. We Listen to Hear - This is the sense of hearing in the ear. We listen so that this sense and mechanism can work.
2. We Listen to Understand - Communication means that a message is sent and received. The message is not received until it is understood.
3. We Listen to Learn - Information received by listening becomes a part of what we know.
4. We Listen to Evaluate - Not all we hear is of equal importance. Listening helps to sort out the important information from the less important.
5. We Listen to Apply - We get directions by listening. Often as a result of listening we do something.

Attending Behaviours

You can use attending behaviours to help another person speak more easily to you. Using them will let him know that you are listening and that you understand what he is saying. Attending behaviours can also help you pay better attention to a person who is speaking to you. Then you can understand him better.

Let's look first at the attending behaviours which you can use to help others:

1. Using Eye Contact - This is looking directly at the other person when he is speaking. Eye contact means observing the speaker's facial expressions, gestures and the expression of his eyes without staring or making him feel uneasy. It also involves breaking eye contact in a natural way while still paying attention.

2. Verbal Following - This means saying things to the speaker which show that you are following him, that you understand or that you want him to repeat something. This can be done by actually repeating the person's words back to him or by using phrases like, "I understand', "Of course", "No, of course not", "Yes", and others.

3. Body Following - This means using your body posture and gestures to show that you are paying attention and that you understand. Simply nodding as a speaker speaks is a common body-following behaviour. Other examples are frowning, smiling, shaking your head, and facing him while he is speaking.

4. Responsible Reflection - This means using your following skills to communicate your true thoughts and feelings, not indicating understanding when you don't understand or 'yes' when you mean 'no'.

5. Relaxed Appearance - By being relaxed, you will help the speaker relax, and better communication will take place. A person who is fidgeting, smoothing hair, removing and replacing glasses, chewing pencils and doing other similar actions does not help a speaker to relax.

Now let's look at the attending behaviours which help you to listen and understand. These are the behaviours which will help you to get the most out of communication.

1. Eye Contact - Yes, this can help you, too. You can improve your listening by using proper eye contact. A person's eyes and facial expressions tell a lot.

2. Body Gestures - Observing the speaker's gestures gives you many hints about his message. The use of his hands for emphasis, his frequency of smiling or frowning and other gestures have meaning.

3. Delaying Judgement - This means letting the speaker finish what he has to say. Sometimes we want to answer quickly or interrupt. Often this is bad manners, but more importantly, by not waiting for the whole message, you may never get it all. Let the speaker finish, think about what he has said, and then respond.

You will be watching Listening Techniques, a film of some employment interviews in which these attending behaviours are used. Watch for them. Your instructor and the class can discuss these behaviours after you see the film.

Some Don'ts and Do's of Listening

Don'ts

1. Don't decide in advance what other people will say, anticipating that their message will be interesting, dull, or a waste of time.
2. Don't pretend attention.
3. Don't yield to disturbances. There are often things that will distract your attention while you are trying to listen.
4. Don't do paper and pencil listening, trying to take down too many notes, with more interest in note taking then in listening. When it is necessary to take notes, make them brief.
5. Don't have emotional deafness. Certain loaded words can so affect our feelings that we no longer listen, or we are side-tracked.
6. Don't block out what you don't want to hear. Most of us remember what we want to hear much better than what we don't want to hear.
7. Don't listen for facts only. Facts and spoken statements might only be a part of the entire message. Try to listen "between the lines", too.

Do's

1. Do stop talking.
2. Do make sure you can hear the speaker.
3. Do face the speaker so you can see him as well as hear him, so that you can take advantage of visual communication as well as oral communication.
4. Do listen for the speaker's main ideas and consider his point of view.
5. Do allow for the speaker's feelings. Try to put yourself in his place.
6. Do be aware of your own feelings and your own prejudices.
   a. Be fair with the speaker, and do not read into his words your prejudices.
   b. Do not decide before the speaker starts what he is going to say.

7. Do hear him out. You are not obligated to agree with the speaker, but you should allow him to complete his thought.

8. Do ask questions. If you have the opportunity, clarify any misunderstandings or possible misunderstandings by asking questions. Carefully selected questions can keep the conversation going smoothly.

9. Even if you disagree, do try to understand him. Clarify in your mind his argument and your argument on the point of disagreement.

10. When you respond to what a speaker says, comment on the good points he has made before you state any disagreements or criticisms.

UNIT 2: LISTENING PRACTICE

Exercise 1. Listening Practice Answer Sheet

As the instructor plays the audiotapes, listen carefully to what is being said. After the tone the tape will be stopped and a projectual with questions about the information you heard will be shown to you. Answer the questions in the following blanks or circle the right answer.

SPEECH #1

1. ____________________
2. ____________________

SPEECH #2

1. ____________________
2. ____________________
3. ____________________

SPEECH #3

1. ____________________
2. ____________________
3. ____________________
4. ____________________

SPEECH #4

1. right / left
2. one / two / three
3. right / left
4. one / two / three

SPEECH #5

1. ____________________
2. Mr. White / Mr. Pike / Mr. Peters / Mr. Peterson
3. Miss Evans / Miss Adamson / Miss Adams / Miss Anderson

SPEECH #6

1. ______________________________

2. ______________________________

____

SPEECH #7

1. ______________________________

2. ____________________

3. ______________________________

4. ______________

SPEECH #8

1. Expos / Cardinals / Dodgers / Mets / Phillies

2. ______________

3. ______________

4. ______________

SPEECH #9

1. large / small

2. ______________

SPEECH #10

1. ______________

2. ______________

3. ______________

4. ______________

SPEECH #11

1. ______________

2. permanent frost / permafrost / deep frost

3. ______________________________

4. ______________________________

____

SPEECH #12

1. ____________________
2. ____________________

SPEECH #13

1. ____________________
2. ____________________
3. a. ________________ , ________________
   b. years / months

SPEECH #14

1. ____________________
2. ____________________
3. ____________________
4. ____

SPEECH #15

1. ____________________
2. ____________________
3. ____________________
4. ____________________

SPEECH #16

1. herd / family
2. ____
   ____
3. a. ________________ and b. ________________________

SPEECH #17

1. left / right
2. left / right
3. left / right

SPEECH #18

1. ____________________

2. a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

SPEECH #19

1. ____

2. a. ____________________

   b. ____________________

   c. ____

3. ____________________

4. ____________________

SPEECH #20

1. ____________________

2. a. ____________________ ____________________________

   b. ____________________ ____________________________

   c. ____________________ ____________________________

3. a. ____

   b. ____

4. a. ____

   b. ____

   c. ____

5. a. under water / above water

   b. at night / in the daytime

19/20

WHO?

III

WHY?

WHEN?

HOW?

WHAT?

WHERE?

QUESTIONING FOR INFORMATION

UNIT 1: QUESTIONING TECHNIQUES

Exercise 1. Programmed Exercises

Like listening, questioning is an important skill in communication. People who can ask the right questions at the right time can get accurate information quickly. There are some types of questions which are commonly used. These are questions which begin with who, what, when, where, why and how. If you can learn to use them correctly, your skills of getting information will be greatly improved.

To learn to use these different types of questions, three programmed exercises follow. A programmed exercise is one where you read a short section, answer a question, check your answer and then proceed to new information. Each step is made short and quite easy so that you can nearly always get the right answer, if you read carefully. If you can't get the answer, don't look ahead to see what it is. Go back a few questions and review and then try again.

These three programmed exercises are:

1. Using "Who" and "What questions - Page
2. Using "When" and "Where" questions - Page
3. Using "How" and "Why" questions - Page

Work through these exercises at your own speed. If you have trouble, ask your instructor. In the sections following these exercises you will have a chance to practice questioning in role-play situations.

PROGRAMMED EXERCISE : USING "WHAT" AND "WHO" QUESTIONS

When you have completed this program you will be able to identify and use questions which seek information that answers what and who type questions.

FRAME 1

1. Questions seeking information about a thing or an event are called what questions.

2. Questions asking for the name of a person, persons or organization are called who questions.

3. Identify the following as what or who questions by inserting a check mark (✓) under what or who:

		WHAT	WHO
a.	Name of person	☐	☐
b.	An event	☐	☐
c.	Name of organization	☐	☐
d.	Names of people	☐	☐
e.	Thing that happened	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAME 1.

Correct responses:

FRAME 1 WHAT - b and e
WHO - a, c and d

FRAME 2

1. Questions seeking information on what or who do not necessarily have the words what or who in them. For example, "What education do you have?" and, "Do you have Grade 10?" are both what questions because they seek information about a thing or event. In the same way the following are both who questions: "Who went with you?" and, "What is his name?" because they are seeking the name of a person.

2. Identify the following as what or who questions:

		WHAT	WHO
a.	What is your age?	☐	☐
b.	Are you over 40?	☐	☐
c.	Who is he?	☐	☐
d.	Which agency did you phone?	☐	☐
e.	Did you visit a doctor?	☐	☐
f.	What is his name?	☐	☐
g.	What did he advise?	☐	☐

FRAME 3

1. Information-seeking questions may deal with the past, the present, or the future:

   a. Questions seeking information about a thing or an event are called what questions.

   b. Questions seeking the name of a person, persons or organization are called who questions.

2. Identify the following as what or who questions:

	WHAT	WHO
a. How much did it cost?	☐	☐
b. What is your monthly payment?	☐	☐
c. What store did you buy it from?	☐	☐
d. Will they repossess it?	☐	☐
e. Who else do you plan to see?	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 2 AND 3.

Correct responses:

FRAME 2 WHAT - a, b, e and g
WHO - c, d and f

FRAME 3 WHAT - a, b and d
WHO - c and e

FRAME 4

1. Many information-seeking questions are of neither the what nor who type. For this program we will identify these as other types. Questions seeking information about how, why, when or where will be other types.

2. Identify the following as what, who or other types:

		WHAT	WHO	OTHER
a.	An event which happened.	☐	☐	☐
b.	When did the event happen?	☐	☐	☐
c.	Who did it happen to?	☐	☐	☐
d.	Where did it happen?	☐	☐	☐
e.	Who is he?	☐	☐	☐
f.	Did he say anything?	☐	☐	☐
g.	Why did he do it?	☐	☐	☐

FRAME 5

1. Identify the following information-seeking questions:

		WHAT	WHO	OTHER
a.	What happened?	☐	☐	☐
b.	Who did you fight with?	☐	☐	☐
c.	When was the fight?	☐	☐	☐

		WHAT	WHO	OTHER
d.	Did he see a doctor?	☐	☐	☐
e.	What is his name?	☐	☐	☐
f.	When do you go to court?	☐	☐	☐
g.	What is the charge?	☐	☐	☐
h.	Which legal firm is representing him?	☐	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 4 AND 5.

Correct responses:

FRAME 4
WHAT - a and f
WHO - c and e
OTHER - b, d and g

FRAME 5
WHAT - a, d and g
WHO - b, e and h
OTHER - c and f

If you have any questions about this program, please check with your instructor. When you are satisfied that you can recognize *what* and *who* questions, you are ready to ask questions in Unit 2 role-playing situations with a fellow student.

PROGRAMMED EXERCISE : USING "WHEN" AND "WHERE" QUESTIONS

When you have completed this program you will be able to identify questions which seek information or clarification, of the following types:

a. When questions.

b. Where questions.

c. Other questions which are neither when nor where.

FRAME 1

1. When questions seek information about a time or occasion.

2. Where questions seek information about a place or position.

3. Identify the following as when or where questions by inserting a check mark (✓) under when or where.

		WHEN	WHERE
a.	The place it happened.	☐	☐
b.	The time it happened.	☐	☐
c.	The occasion.	☐	☐
d.	The position.	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAME 1.

Correct responses:

FRAME 1 WHEN - b and c
WHERE - a and d

FRAME 2

1. When or where information-seeking questions do not necessarily have the words when or where in them. For example, "When did the accident happen?" and, "At what time did the accident happen?", are both when questions because they are seeking information about a time or occasion. In the same way, the following are all where questions: "Where did the accident happen?"; "On what street did the accident happen?" and, "What was the exact location?" because they are seeking a place or position.

2. Identify the following as when or where questions:

		WHEN	WHERE
a.	Where did you go?	☐	☐
b.	What cities did you visit?	☐	☐
c.	On what occasion did this happen?	☐	☐
d.	When did you return?	☐	☐
e.	At what time in the evening did it happen?	☐	☐

FRAME 3

1. Information-seeking questions may deal with the past, the present or the future, as shown:

   a. when (time or occasion) something happened, happens, or will happen.

   b. where (place or position) something happened, happens, or will happen.

2. Identify the following as when or where questions:

		WHEN	WHERE
a.	What was the address?	☐	☐
b.	At what time do you start work?	☐	☐
c.	Where are you going?	☐	☐
d.	What will your address be next March?	☐	☐
e.	On what date did you buy the TV?	☐	☐
f.	When are you going to see the doctor?	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 2 AND 3.

Correct responses:

FRAME 2 WHEN - c, d and e
WHERE - a and b

FRAME 3 WHEN - b, e and f
WHERE - a, c and d

FRAME 4

1. Many information-seeking questions are of neither the when nor where types. For this program we will identify these as other types. Questions seeking information about what, who, how or why will be shown as other types.

2. Identify the following as when, where or other types:

	WHEN	WHERE	OTHER
a. What happened?	☐	☐	☐
b. Who saw it happen?	☐	☐	☐
c. Where were you?	☐	☐	☐
d. How does it work?	☐	☐	☐
e. What is the address?	☐	☐	☐
f. Why do you have to go there?	☐	☐	☐
g. When do you go?	☐	☐	☐
h. At what time is the appointment?	☐	☐	☐

FRAME 5

1. Identify the following information-seeking questions:

	WHEN	WHERE	OTHER
a. Did he give a reason?	☐	☐	☐

		WHEN	WHERE	OTHER
b.	What was his reason?	☐	☐	☐
c.	Where do you go next?	☐	☐	☐
d.	Why are you going there?	☐	☐	☐
e.	Who told you that?	☐	☐	☐
f.	How did you get the loan?	☐	☐	☐
g.	When will you be old enough?	☐	☐	☐
h.	What happened?	☐	☐	☐
i.	What do you have to do to get on an electrician's course?	☐	☐	☐
j.	What is the address?	☐	☐	☐
k.	When do you go?	☐	☐	☐
l.	At what time did it happen?	☐	☐	☐
m.	Did he tell you when to go?	☐	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 4 AND 5.

Correct responses:

FRAME 4
WHEN - g and h
WHERE - c and e
OTHER - a, b, d and f

FRAME 5
WHEN - g, k and l
WHERE - c and j
OTHER - a, b, d, e, f, h, i and m

If you have any questions about this program please check with your instructor. When you are satisfied that you can recognize when and where questions, you are ready to ask questions in Unit 2 role-playing situations with a fellow student.

PROGRAMMED EXERCISE : USING "HOW" AND "WHY" QUESTIONS

When you have completed this program, you will be able to identify questions which seek information or clarification, of the following types:

1. How questions.
2. Why questions.
3. Other questions which are neither how or why.

FRAME 1

1. How questions seek information about the manner or way.
2. Why questions seek information about the purpose or reason.
3. Identify the following as how or why questions by inserting a check mark (✓) under how or why.

	HOW	WHY
a. The reason	☐	☐
b. The manner	☐	☐
c. The way	☐	☐
d. The purpose	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAME 1.

Correct responses:

FRAME 1 HOW - b and c
WHY - a and d

FRAME 2

1. The following may help you to understand the difference between how and why questions:

   a. How do you make a flame with a match? You could answer by saying that you have to rub (or strike) the match against a rough surface. In other words, you have stated the way (how) a match will make a flame.

   b. Why does a match burst into flame when it is rubbed against a rough surface? You could answer by saying that it takes heat, fuel and oxygen to create fire. When the match head (fuel) is rubbed (causing heat) in the air (oxygen), it will burst into flame. This explains the reason (why) a match will make a flame.

2. Identify the following as how or why questions:

	HOW	WHY
a. Why did you build a house?	☐	☐
b. How was it built?	☐	☐
c. Why are you taking this course?	☐	☐
d. How is this course operated?	☐	☐
e. How did he behave?	☐	☐
f. Why did he behave that way?	☐	☐

FRAME 3

1. How or why information-seeking questions do not necessarily have the words how or why in them. For example, "How do you get home from work?", and "In what way do you get home from work?", are

both how questions because they are seeking information about a manner or way. In the same way the following are both why questions, "Why did the accident happen?", and "What was the reason for the accident?" because they are seeking information about a reason or purpose.

2. Identify the following as how or why questions:

		HOW	WHY
a.	How are you going to get the money?	☐	☐
b.	In what way will you obtain the necessary credit?	☐	☐
c.	How are you?	☐	☐
d.	What was the reason for the fight?	☐	☐
e.	Why did they argue?	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 2 AND 3.

Correct responses:

FRAME 2 HOW - b, d and e
WHY - a, c and f

FRAME 3 HOW - a, b and c
WHY - d and e

FRAME 4

1. Information-seeking questions may deal with the past, the present or the future, as shown:

   a. How (in what manner or way) something happened, happens, or will happen.

   b. Why (purpose or reason) something happened, happens, or will happen.

2. Identify the following as how or why questions:

		HOW	WHY
a.	In what way did it happen?	☐	☐
b.	For what reason do you plan to do that?	☐	☐
c.	How does your boss behave to you?	☐	☐
d.	In what way did your fellow workers treat you?	☐	☐
e.	What was the reason for their behaviour?	☐	☐
f.	What do you have to do to get on a trades course?	☐	☐
g.	What is your purpose in taking a trades course?	☐	☐

FRAME 5

1. Many information seeking questions are of neither the how nor why types. For this program we will identify these as other types. Questions seeking information about what, who, when, or where will be considered other types.

2. Identify the following as how, why or other types:

		HOW	WHY	OTHER
a.	What happened?	☐	☐	☐
b.	Who saw it?	☐	☐	☐
c.	How did it happen?	☐	☐	☐
d.	Why did he do that?	☐	☐	☐
e.	When did he do that?	☐	☐	☐
f.	In what way does it work?	☐	☐	☐
g.	What's your reason for being late?	☐	☐	☐
h.	Did he give any reason for his action?	☐	☐	☐
i.	What was the reason?	☐	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 4 AND 5.

Correct responses:

FRAME 4
HOW - a, c, d and f
WHY - b, e, and g

FRAME 5
HOW - c and f
WHY - d, g and i
OTHER - a, b, e and h

FRAME 6

1. The word "how" sometimes appears in what questions. For example, the questions "What was the price?", and "How much did it cost?", are both what questions. Remember that a how question is trying to get information about the manner or way.

2. Identify the following as how, why or other questions:

		HOW	WHY	OTHER
a.	How many people were at the party?	☐	☐	☐
b.	How did it happen?	☐	☐	☐
c.	How do you get there?	☐	☐	☐
d.	How far is it?	☐	☐	☐

FRAME 7

1. Identify the following information-seeking questions:

		HOW	WHY	OTHER
a.	Why are you mad at Bill?	☐	☐	☐
b.	What did he do?	☐	☐	☐
c.	Did he give a reason?	☐	☐	☐
d.	What reason did he give?	☐	☐	☐
e.	Have you discussed this with anyone else?	☐	☐	☐

	HOW	WHY	OTHER
f. What was your reason for talking with her?	☐	☐	☐
g. Where does she work?	☐	☐	☐
h. How do you get there?	☐	☐	☐
i. Why should I go there?	☐	☐	☐
j. In what manner are they involved in this problem?	☐	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 6 AND 7.

Correct responses:

FRAME 6
HOW - b and c
OTHER - a and d

FRAME 7
HOW - h and j
WHY - a, d, f and i
OTHER - b, c, e and g

If you have any questions about this program, please check with your instructor. When you are satisfied that you can recognize *how* and *why* questions, you are ready to ask questions in Unit 2 role-playing situations with a fellow student.

Exercise 2. Question/Answer Check List A

Listen to the audiotape Question/Answer Model No. 1. It will help you to ask good questions. The tape will tell you when to fill in Check List A in the box below.

☐ a. Bill offers proof that others can't hear Helen.

☐ b. Bill cannot hear words said in a low voice.

☐ c. He has difficulty understanding other people, too.

☐ d. The problem is affecting Bill's work.

☐ e. The problem is affecting Bill's family relationship.

☐ f. Bill has not had his hearing checked.

☐ g. Bill doesn't believe his hearing is impaired.

Scoring: (Circle)

6 - 7	Very Good	3	Fair
4 - 5	Good	1 - 2	Poor

Exercise 3. Question/Answer Check List B

Listen to the tape Question/Answer Model No. 2. Pay attention to the questions and answers. The tape will tell you when to fill in Check List B in the following box and when to fill in the Questioning Skills Record at the bottom of the page.

- ☐ a. The Sutherlands are kind and pleasant.
- ☐ b. The office is comfortable.
- ☐ c. The office equipment is good.
- ☐ d. There is a little overtime required, but only a couple of hours at the end of each month.
- ☐ e. Ann considered the salary fair.
- ☐ f. There was a great variety of work.
- ☐ g. Ann's reason for leaving wasn't anything that would be a disadvantage to Mary - in fact, the opposite.
- ☐ h. The previous girl left for personal reasons which had nothing to do with the job.

Scoring: (Circle)	7 - 8 Very Good	3 - 4 Fair
	5 - 6 Good	1 - 2 Poor

Questioning Skills Record

Rating of Questioner in Model #2	Very Good	Good	Fair	Poor
Did questions bring out the 'who' and 'what' answers?				
Did questions bring out the 'when' and 'where' answers?				
Did questions bring out the 'why' and 'how' answers?				
Were the questions related to the situation?				
Did the questioner show good listening skills by following up on leads?				
Did the questioner use good attending behaviours?				

UNIT 2: QUESTIONING PRACTICE

Exercise 1. Model Role Play

A good way to practise questioning skills is to ask questions to find specific information that you need. In this unit, you will be practising these skills in 12 role-play situations and in a post-test role-play. In the 12 role-plays, you will work with another person, who takes turns with you in asking and answering questions about given situations. In some of the role-plays, you may also act as an observer to help to evaluate the skills of the questioner.

So that you can get a better idea of how the role plays will work, your instructor and one student will first model a complete role-play. The instructor will act as the responder; he is the person who knows about the situation and who answers the questions. One student will act as the questioner. This student wants information about the situation. After being given a general outline of the event or situation, he begins questioning to learn more about it.

Here is the situation:

> A father and a son are talking. The instructor plays the role of the son who has just had an accident with the family car. The student plays the role of the father and is questioning the son about the accident.

As you listen to the instructor and student do the role-play, keep a record of the information received on Question/Answer Check List C.

After the role-play is finished, the instructor and students together will evaluate the questioner's performance. You can then fill in the Questioning Skills Record which follows Check List C in this exercise.

Question/Answer Check List C

☐ a. Location where accident occurred.
☐ b. Present location of your car.
☐ c. Time of accident.
☐ d. Eldon's opinion on cause of accident.
☐ e. Other driver's statement on cause of accident.

☐ f. Weather conditions.
☐ g. Visual conditions.
☐ h. Speed of your car at time of accident.
☐ i. Fact that car skidded when brakes applied.
☐ j. No one hurt in your car.

☐ k. No one hurt in other car.
☐ l. No one else hurt.
☐ m. No passengers in your car.
☐ n. No passengers in other car.
☐ o. No evidence of drinking.

☐ p. Description of damage to your car.
☐ q. Description of damage to other car.
☐ r. Name of policeman who investigated accident.
☐ s. Fact that a witness saw the accident.
☐ t. Name and address of witness.

☐ u. Name and address of other driver.
☐ v. Licence plate number of other car.
☐ w. Description of other car.
☐ x. Fact that police were called.
☐ y. Accident not reported to insurance company.

Scoring: (Circle) 20 - 25 Very Good 8 - 13 Fair
14 - 19 Good 0 - 7 Poor

Questioning Skills Record

Rating of Questioner in Model Role Play	Very Good	Good	Fair	Poor
Did questions bring out the 'who' and 'what answers?				
Did questions bring out the 'when' and 'where' answers?				
Did questions bring out the 'why' and 'how' answers?				
Were questions related to the situation?				
Did the questioner show good listening skills by following up on leads?				
Did the questioner use good attending behaviours?				

Exercise 2. Role-Plays 1 - 4

Practise role-plays 1 - 2 with another student. Take the part of the questioner in one role-play and the part of the responder in the other. Change partners for role-plays 3 - 4. Your instructor will give you the fact sheets and check lists that you will need. In each case, the responder will fill in the check list. The responder should also help the questioner to evaluate his questioning skills on the Questioning Skills Records which follow on the next pages.

Exercise 3. Role-Plays 5 - 8

Do this exercise in the same way as Exercise 2.

Exercise 4. Role-Plays 9 - 12

Do this exercise in the same way as Exercise 2 and 3, except that four students will work together. Two will act as observers while the other two are acting as questioner and responder. Change roles after each role-play.

Exercise 5. Post-Test Role-Play

Your instructor will explain what needs to be done in this role-play.

QUESTIONING SKILLS RECORD

Each time you act as questioner in a role play, get your partner to help you evaluate your questioning skills.

TRIAL #1 ROLE PLAY #	Very Good	Good	Fair	Poor
Did questions bring out the 'who' and 'what' answers?				
Did questions bring out the 'when' and 'where' answers?				
Did questions bring out the 'why' and 'how' answers?				
Were questions related to the situation?				
Did the questioner show good listening skills by following up on leads?				
Did the questioner use good attending behaviours?				

TRIAL #2 ROLE PLAY #	Very Good	Good	Fair	Poor
Did questions bring out the 'who' and 'what' answers?				
Did questions bring out the 'when' and 'where' answers?				
Did questions bring out the 'why' and 'how' answers?				
Were questions related to the situation?				
Did the questioner show good listening skills by following up on leads?				
Did the questioner use good attending behaviours?				

TRIAL #3 ROLE PLAY #	Very Good	Good	Fair	Poor
Did questions bring out the 'who' and 'what' answers?				
Did questions bring out the 'when' and 'where' answers?				
Did questions bring out the 'why' and 'how' answers?				
Were questions related to the situation?				
Did the questioner show good listening skills by following up on leads?				
Did the questioner use good attending behaviours?				

TRIAL #4 ROLE PLAY #	Very Good	Good	Fair	Poor
Did questions bring out the 'who' and 'what' answers?				
Did questions bring out the 'when' and 'where' answers?				
Did questions bring out the 'why' and 'how' answers?				
Were questions related to the situation?				
Did the questioner show good listening skills by following up on leads?				
Did the questioner use good attending behaviours?				

TRIAL #5 ROLE PLAY #	Very Good	Good	Fair	Poor
Did questions bring out the 'who' and 'what' answers?				
Did questions bring out the 'when' and 'where' answers?				
Did questions bring out the 'why' and 'how' answers?				
Were questions related to the situation?				
Did the questioner show good listening skills by following up on leads?				
Did the questioner use good attending behaviours?				

TRIAL #6 ROLE PLAY #	Very Good	Good	Fair	Poor
Did questions bring out the 'who' and 'what' answers?				
Did questions bring out the 'when' and 'where' answers?				
Did questions bring out the 'why' and 'how' answers?				
Were questions related to the situation?				
Did the questioner show good listening skills by following up on leads?				
Did the questioner use good attending behaviours?				

5.1

EDUCATION

IV

MARRIAGE

SAVINGS

LEISURE

FAMILY

JOB

SETTING GOALS

UNIT 1 : ANALYSING ROLES

Exercise 1. Ten Persons I Want To Be

This exercise follows closely after "Ten Persons I Am", but you will project these roles into the future. Again your instructor will assist you in the exercise; however, this time he will not necessarily model the exercise for you. Record these ten roles on the form, Relating My Behaviours To My Future, which follows.

When you have identified these ten roles, return to the list you made in Topic I of "Ten Ways I Spend My Time" and "Ten Ways I Spend My Money". Make sure that you have them listed in order, with the largest at No. 1. Write the rank order number of each in the correct space following each role or roles that they support as you did in Topic I on the form Relating Behaviours to Roles. If certain behaviours support no roles, write them at the bottom in the last space.

If you wonder why you are using the same list of behaviours as in Topic I, you are doing so because you must start with the behaviours that you have now in any organized attempt to reach a future role.

Exercise 2. Role Analysis

1. In this exercise you will further examine the "Ten Persons I Want To Be." Your instructor will discuss roles and role groupings with the class. Then you will sort your ten roles into three groups: Family Roles, Social Roles and Occupational Roles, and write them on the form Role Groupings. Your instructor will also help you to state a general role which will describe each whole group.

2. The next step is to write your main family role at the top of the form Family Role Analysis #1. Look at the list of ways you spend time and money (from Topic I) and ask about each one, "Will this help or hinder the achievement of my main family role?" Then write the ways you spend your time and money in the correct column under "Things I Do Which Will Help Me Achieve This Role" or under "Things I Do Which Will Not Help Me Achieve This Role." You can list also some other behaviours in each column which might help you or hinder you.

RELATING MY BEHAVIOURS TO MY FUTURE

TEN PERSONS I WANT TO BE	WAYS I SPEND MY TIME WHICH SUPPORT EACH ROLE	WAYS I SPEND MY MONEY WHICH SUPPORT EACH ROLE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Supports no roles		

Does this analysis give you any ideas about what you can and should do right now to help you achieve the role? You might want to change some of your behaviours or learn new ones. If so, you can fill in the space at the bottom of the form after the words, "What I should do right now to help me achieve this role."

3. Write your main social role at the top of the form Social Role Analysis #1. In the same way as in Step 2, list the ways you spend time and money and any other behaviours in the two columns on the form. At the bottom make a summary statement of what you should do right now to help you to achieve the role stated at the top.

4. On the form Family Role Analysis #2 write your main family role at the top as you did on the first form. Now think of the behaviours and conditions that you can change, and the things you cannot change. List them in the correct columns. At the bottom make a summary statement of what you should do right now to make changes that may help you to achieve the family role you have stated at the top.

5. Fill in the form Social Role Analysis #2 in the same way.

ROLE GROUPINGS

FAMILY ROLES

____
____
____
____
____
____
____

MAIN FAMILY ROLE

I WOULD LIKE MY FAMILY
ROLE TO BE ______________
____
____
____

SOCIAL ROLES

____
____
____
____
____
____
____

MAIN SOCIAL ROLE

I WOULD LIKE MY SOCIAL
ROLE TO BE ______________
____
____
____

OCCUPATIONAL ROLES

____
____
____
____
____
____
____

MAIN OCCUPATIONAL ROLE

I WOULD LIKE MY ROLE
TO BE ________________
____
____
____

FAMILY ROLE ANALYSIS #1

MAIN FAMILY ROLE ______________________________

THINGS I DO WHICH WILL HELP ME ACHIEVE THIS ROLE	THINGS I DO WHICH WILL NOT HELP ME ACHIEVE THIS ROLE

WHAT I SHOULD DO RIGHT NOW TO HELP ME ACHIEVE THIS ROLE:

SOCIAL ROLE ANALYSIS #1

MAIN SOCIAL ROLE ______________________________

THINGS I DO WHICH WILL HELP ME ACHIEVE THIS ROLE	THINGS I DO WHICH WILL NOT HELP ME ACHIEVE THIS ROLE

WHAT I SHOULD DO RIGHT NOW TO HELP ME ACHIEVE THIS ROLE:

FAMILY ROLE ANALYSIS #2

MAIN FAMILY ROLE

THINGS I CAN CHANGE	THINGS I CANNOT CHANGE

WHAT I SHOULD DO RIGHT NOW:

SOCIAL ROLE ANALYSIS #2

MAIN SOCIAL ROLE ____________________

THINGS I CAN CHANGE	THINGS I CANNOT CHANGE

WHAT I SHOULD DO RIGHT NOW:

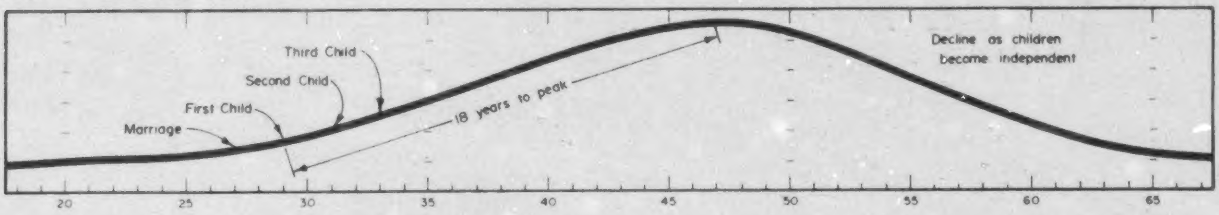
Exercise 3. Projecting Roles

In looking at future family and social roles, a person has to think of when his period of family responsibilities will be greatest and whether his earnings will be enough to meet his responsibilities.

In this exercise you will look at graphs which show the patterns of increasing family responsibilities and earnings during the working life of an average person. In terms of years, both graphs cover the same range from about age 20 to age 65, but they can vary greatly in the amount of money they represent. In other words, the expenses for a person raising one child will rise for the same number of years as for a person raising five children, and then start to drop. Obviously, for the parent with more children, the cost will be much greater at the peak.

The same thing is true of an individual who gets a regular job that may pay low wages. He will advance for approximately the same number of years as the man who has a high paying job, but he won't earn so much money. In this exercise we are not considering dollars and cents, but only general trends of costs and incomes.

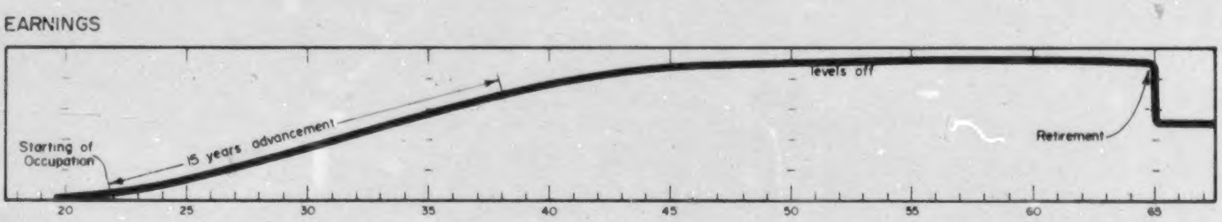
It is possible, therefore, for a person to calculate in advance when he will have periods of high responsibility and high earnings. By starting at the date of his marriage and the date of entering an occupation, he can look ahead and estimate when his income will be strained to meet his responsibilities, and when he should have an easier financial time.



FAMILY RESPONSIBILITIES

The key point for calculating family responsibilities is the birth of the first child. As this child grows older and as other children come into the family, the cost increases; the peak of financial responsibility is reached when that first child leaves high school or when he is about eighteen years old. As the first child becomes partially or fully independent, family responsibilities begin to slack off.

On the other hand, if the first child continues his education or is dependent for some other reason, the peak of responsibility will be extended beyond his eighteenth year.

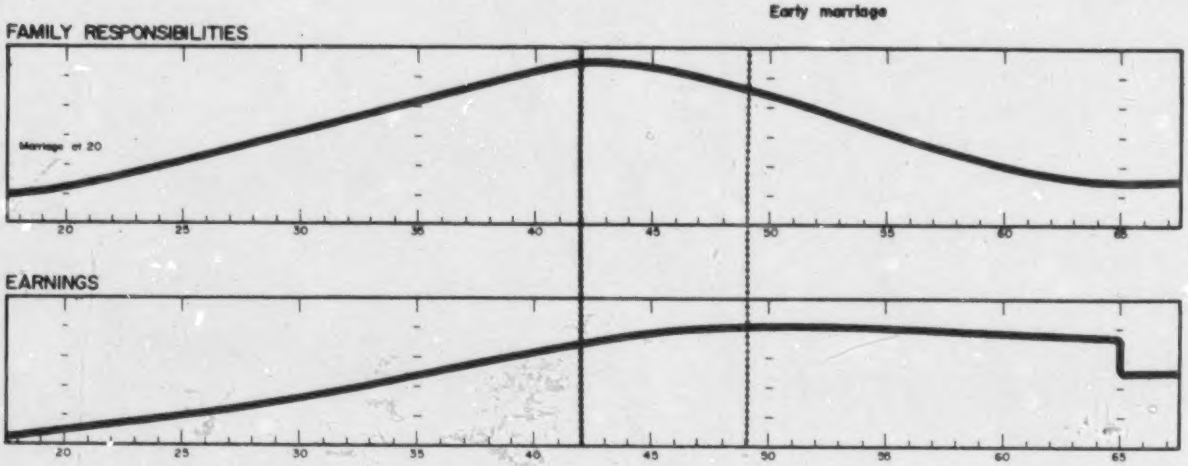


In a similar manner you can calculate the general line of your lifetime earnings by first determining the starting point on your graph, which is the age when you began permanent employment. Most jobs are calculated so that an employee gets regular raises for the first fifteen years of employment. Then there is a period when the raises come, but they are not as regular and not as large as they formerly were. This levelling period continues until retirement. In some cases sickness resulting in absence from work will cause the earning power to drop in the later productive years. At retirement, the wage falls sharply to about one-half of the highest years.

As your instructor explains applications of these trends, ask for his help on any points you are not sure of. The four following examples show how different starting points affect the overall financial pattern of a person's life. Notice that the heavy vertical line represents the highest point of family responsibilities, while the thin vertical line represents the highest point of earning power. Notice that if the individual's earnings begin at age twenty, and his first child is born at age twenty-six, both his peaks of earning and family responsibilities are achieved at about the same time.

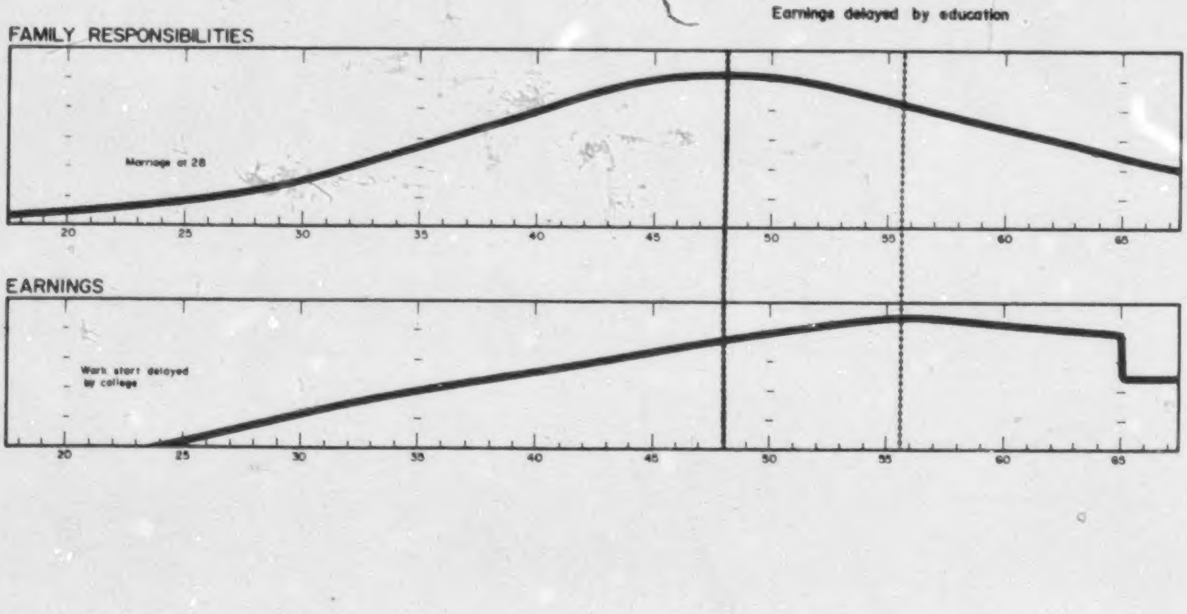
Example 1:

In this example, the individual married young and he reached the peak of his family responsibilities at about age 42. However, he did not reach the peak of his earnings until seven years later at age 49. He did not have the greatest amount of money available when he needed it.



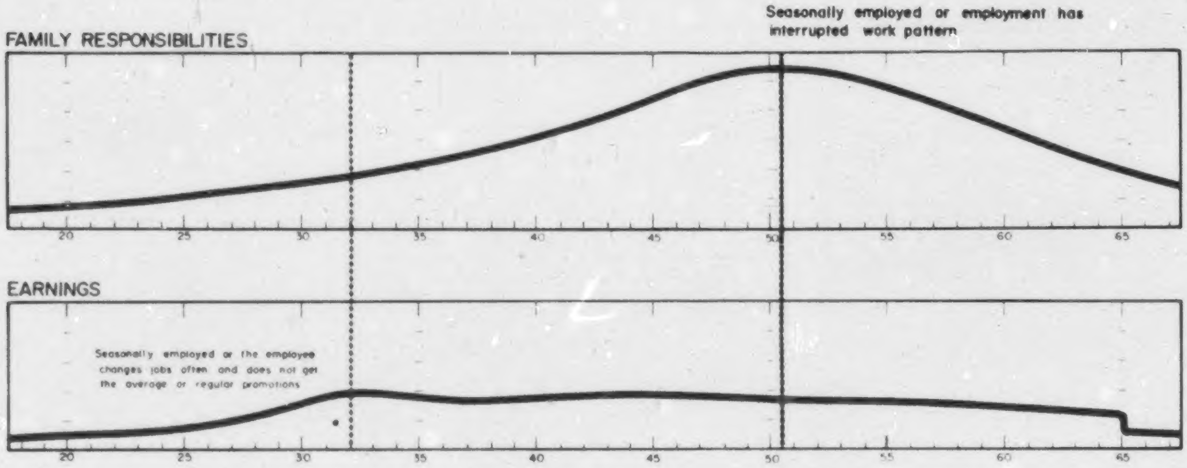
Example 2:

In this example, the person married at 28 and probably had his first child at about 30, so that his family responsibility peaked at age 48. However, he spent several extra years in college, so that his earnings did not reach a peak until he was 56.



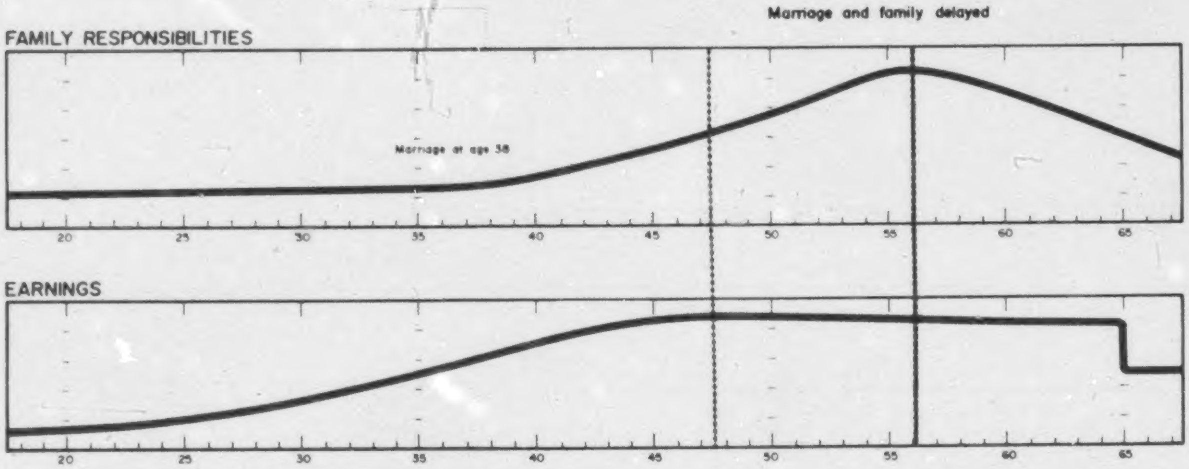
Example 3:

In this example, the individual married at about 30 and his family responsibilities reached the highest point at about age 50. He is seasonally employed or changes jobs frequently, so that his pattern of earnings does not rise according to the standard curve. He therefore finds that his earnings at age 50 are low, and he has a hard time to meet his responsibilities.



Example 4:

In this example, the individual marries late and his peak of family responsibility is at the age of about 56. He started his work at an occupation fairly early in life so that he reaches his highest earnings at about age 48. His earnings are beginning to decline by the time he reaches the point of greatest responsibility.



Exercise 4. Roles As Goals

In Topic I you listed your ten main roles in the exercise on Ten Persons I Am. Again in this topic you have stated some future roles in the exercise Ten Persons I Want To Be, and you have analyzed them. Plans for future roles can be called goals. For the remainder of the course, roles may be called goals. Your instructor will discuss the idea of goals with you in this exercise.

UNIT 2 : SETTING CRITERIA

Exercise 1. Decision-Making

In this exercise your instructor will present you a method of making decisions in five steps. Then you can practise using the steps in the example situation, Choosing an Apartment to Rent. Here are the five steps:

1. Clarify the Decision Situation

A decision situation exists when a person has to make a choice from a set of alternatives. This statement suggests that alternative courses of action are possible and that one of them will be the best for the individual faced with the choice. It also suggests a time frame in which choice points can be identified in a certain order of importance. For example, in career planning a person obviously has a choice of particular jobs. A person would also have several alternatives in making plans for education and special training. These involve different decisions and decisions made at different times.

Career planning, then, is not simply one choice of an occupation, but rather a series of decisions, made at critical points and affected by a situation at the time of each. In this context "clarifying the decision situation" means that a decision situation must be understood in terms of three things:

* its point in the career plan;
* how critical the decision is;
* how it is related to the next critical decision point.

Questions that you could ask yourself for clarifying the decision situation might be:

a. What decision(s) must be made now and which can be delayed?

b. What information, or assistance from people or organizations, do I need to help me make this decision?

c. What in general terms will the alternatives be? For example, in making a choice of a training program, the alternatives must be within the total set of possible training programs.

2. Set Criteria

This step focuses on the identification and examination of the constraints which will put broad or specific conditions on the decision. Criteria can be stated in terms like: "The choice must be ..."; "The choice should be ..."; "I would like to ...".

Criteria are used in two ways. First, if taken singly, and without reference to any other criteria, they can stimulate the identification of a broad set of alternatives. Second, they can be used to evaluate alternatives as constraints on the choice; that is, one criterion can be applied to the alternative generated by another. This leads to the identification of a sub-set of alternatives which meet both criteria.

Questions that you could ask yourself for setting criteria in the context of a job choice might be:

a. Would I move to another city or region?

b. What general levels of salary or wages would be acceptable?

The answers to these questions, and others like them, will aid in seeking alternatives, as well as evaluating them when a decision must be made.

3. Identify and Explore Alternatives

The criteria can provide the stimulus to generate alternatives. The intention is to produce a universe of possible choices. This is best done by choosing a single criterion and using it as a stimulus. For example, in a decision related to choosing a school or college in which to take a course, the universe of alternatives would be all institutions which offer the type of training.

Exploration of the alternatives identified provides the student with as much information on each alternative as possible.

For example, in choosing a school to take a course, a person might produce this list:

Criterion #1	Alternatives
I want to take a clerk-typist course.	School A School B School C School D School E
Criterion #2	**Alternatives**
I want to live at home while taking the course.	School A School F

In the exploration, further facts would be gathered and recorded for each alternative.

4. Evaluate Alternatives and Decide

In this step the criteria are applied to each of the alternatives to identify those alternatives that best meet the criteria as a whole. The evaluation may produce several alternatives, or a single one, which will be the 'best' choice (or choices) for the individual. In the evaluation, certain criteria may have to be given priority because of the advantages of some alternatives over others. To follow the example from Step 3, if living at home is a high priority, the person would have to choose School A; School F offers no clerk-typist course. On the other hand, to gain some benefit based on another criterion, the person may decide that he would have to live away from home.

5. Plan to Implement the Decision

The final step in the strategy is to make plans to implement the decision. The suggested technique here is to identify all the required tasks, to order them in time, and finally to carry them out.

In the example of the clerk-typist course in Steps 3 and 4, after the person has made his choice, these are some of the tasks which might be required:

a. make application;
b. get money for fees, living expenses, etc.;

c. arrange for accommodation (if relocation is necessary);
d. get transcripts of school records;
e. get medical examination;
f. get necessary books, materials, etc.

These tasks would then be arranged in order and carried out to ensure that entry to the course would be achieved.

Choosing An Apartment to Rent

The Situation

You are living in a furnished apartment and have just decided to purchase your own furniture, except for a kitchen stove and a refrigerator. You are now looking for an unfurnished apartment to be available one month from now.

The Steps

1. Clarify the Decision Situation

Your decision situation will be to decide which of the available apartments best meets your needs.

2. Set Criteria

You have listed the following conditions as a means of identifying possible choices:

a. The most you can pay, not including utilities, is $175.00 per month.
b. The location should be within easy walking distance of a bus route or your place of work.
c. The apartment must have a stove and a refrigerator.
d. The apartment should have one bedroom.

3. Identify and Explore Alternatives

You have used newspaper advertisements and telephone calls to get the following information. Use each of the criteria in turn to find possible choices of apartments.

Criterion #1: The most you can pay, not including utilities, is $175.00 per month.

Alternatives	Remarks
1. Central Apts.	$160.00
2. Palace Place	$175.00
3. 325 Maple Street	$110.00 (includes utilities)
4. Mr. Adams	$155.00
5. Hilltop Apts.	$170.00

Criterion #2: The location should be within easy walking distance of bus or work.

Alternatives	Remarks
1. Queen Elizabeth Court	on bus route, 1 mi. from work
2. 1550 - 23rd Street	6 blocks from bus and work
3. 270 Westview Crescent	3 blocks from bus, 5 mi. from work
4. Hilltop Apts.	1 block from bus, 1/2 mi. to work
5. Central Apts.	3 blocks from work

Criterion #3: The apartment must have a stove and a refrigerator.

Alternatives	Remarks
All apartments have a stove and a refrigerator except Pineview Lodge	

Criterion #4: The apartment should have one bedroom.

Alternatives	Remarks
Many listed. All those from Criterion #1, 2 and 3 are one bedroom except Queen Elizabeth Court.	

4. Evaluate Alternatives and Decide

a. All apartments seen or advertised have stoves and fridges except Pineview Lodge.
b. Many one-bedroom apartments are available.
c. Location and rent appear to be the most important criteria. On these criteria, Hilltop Apartments and Central Apartments are within the price range and have good access to work.
d. You have visited both apartments and found that the Hilltop is in better condition and is in a residential area.
e. Your choice is the Hilltop Apartments.

5. Plan to Implement the Decision

Having decided on the Hilltop Apartments, you now make plans to rent an apartment there. The tasks might be:

a. Write or phone the person in charge of rentals and give him your decision.
b. Find out if a deposit or advance rental is required and make the payment.
c. Give notice of leaving your present apartment.
d. Arrange telephone and utilities changes.
e. Arrange to have your furniture and the personal belongings moved into the new apartment.

Finally, you decide the order in which the tasks should be done, and you carry them out.

Exercise 2. Setting Criteria for Personal Goals

In this exercise you will use the first two steps of the decision making strategy to help you make a plan to reach personal family and social goals. Your instructor will review the strategy and help you with each step before you fill in the form Criteria for Choosing Personal Goals. In this topic we are considering only family and social goals. Occupational goals will be examined more carefully in Topic V.

Step 1 - Clarify the Decision Situation. At this stage you should examine and discuss both family and social goals. Discussion of family goals may centre on two situations: unmarried students living at home, and married students with their own homes and families. Ask yourself questions like: "What relationship do I want to maintain with my parents and the parental family and home?" "When do I want to get married and set up my own home?" "What kind of relations do I want to maintain with my wife/husband and children?" "How do I want to spend my money: to buy my own home? to pay for recreation and amusements? to educate my children? to improve my own education? in other ways?"

In discussion of social goals for clarification, you will want to think about what social goals may fit your future family situation and work. Ask yourself questions like: "What sports activities do I want to participate in?" "What social clubs do I want to join?" "Do I intend to join and be active in a church? a political party? a community organization?" "What effects would a night job, shift work or self-employment have on social goals?" "Would I want to leave my present social community to take a job somewhere else?"

Step 2 - Set Criteria. The word criterion (plural: criteria) refers to a rule or standard for making a judgement. You can use criteria to test something. In Creating a Career criteria are used to make and test decisions about personal and occupational goals.

It is important to set criteria. Carefully planned criteria will help you to make decisions which will be consistent with the major roles in your life. They will also help you to make decisions in order to reach your chosen goals more easily.

You have already established some personal criteria in Exercise 2 in Unit I of this topic when you listed the "Things I Cannot Change" on the Family and Social Role Analysis Forms #2. You should examine these lists again to see if they can be changed. If they cannot, they should be recorded as criteria on the form Criteria for Choosing Personal Goals.

For each of family and social goals, ask yourself questions like these to help you to express criteria: "What things in my life cannot be changed?" "What things would it be very difficult to change?" "Is there any person or place I do not wish to leave for any extended period of time?" "Is there a particular location or type of location where it is necessary or desirable for me to live?" "What do I really want to accomplish in my life?"

After you have discussed and thought about these first two steps, fill in the form that follows. You may keep it confidential if you wish. Remember that you can change these criteria at any time. It may help you to list criteria if you begin some of them with the words, "I want ..."

CRITERIA FOR CHOOSING PERSONAL GOALS

Family Goal Criteria:

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____
5. ______________________________
____
6. ______________________________
____

Social Goal Criteria:

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____
5. ______________________________
____
6. ______________________________
____

Occupational Goal Criteria:

(These criteria will be set in Topic V.)

UNIT 3 : SETTING PERSONAL GOALS

Exercise 1. Exploring Personal Goals

This exercise is based on Step 3 of the decision making strategy. First, you should bring forward the criteria from the form Choosing Criteria for Personal Goals that you completed in the last exercise and write them on the form Exploring Personal Goals. Note that the form has four pages. There is room for up to six criteria for both family and social goals, but you may have fewer than six.

Your instructor will discuss Step 3 - Identify and Explore Alternatives with you. In the discussion you should learn how to identify alternatives for each criterion listed on the form. Think about these alternatives seriously and discuss them with members of your family if you wish.

Then fill in the alternatives for each criterion on the form Exploring Personal Goals. You do not need to fill every space on the form. In the space under "Remarks" you should write any extra information about the alternatives which may help you to choose one later.

If you need a model for writing alternatives, look back at the example situation, Choosing an Apartment to Rent, in Exercise 1 of Unit 2.

EXPLORING PERSONAL GOALS

Family Goal Criterion #1 ______________________________

Alternatives	Remarks

Family Goal Criterion #2 ______________________________

Alternatives	Remarks

Family Goal Criterion #3 ______________________________

Alternatives	Remarks

Family Goal Criterion #4 ______________________________

Alternatives	Remarks

Family Goal Criterion #5 ______________________________

Alternatives	Remarks

Family Goal Criterion #6 ______________________________

Alternatives	Remarks

EXPLORING SOCIAL GOALS

Social Goal Criterion #1 ____________________

Alternatives	Remarks

Social Goal Criterion #2 ____________________

Alternatives	Remarks

Social Goal Criterion #3 ____________________

Alternatives	Remarks

Social Goal Criterion #4 ______________________________

Alternatives	Remarks

Social Goal Criterion #5 ______________________________

Alternatives	Remarks

Social Goal Criterion #6 ______________________________

Alternatives	Remarks

Exercise 2. Setting Personal Goals

You will apply Step 4 of the decision making strategy in this exercise to Evaluate Alternatives and Decide. Follow these steps in doing the exercise:

1. Look back at the form Criteria for Choosing Personal Goals that you completed in Exercise 2 of Unit 2. Rank each of the family goal criteria by numbering them in the margin. No. 1 should be the criterion that is most important in the list to you, No. 2 the next most important, and so on.

2. Write the family goal alternatives from Exercise 1 of this Unit in any order on the form Evaluating Family Goal Alternatives.

3. Complete the check list of "criteria met" by indicating which of the numbered criteria are met by each listed "family goal alternative." If necessary, your instructor will help you to judge whether criteria are met. Under "Remarks" you may note which alternatives can be seriously considered, which need further exploration and which can be rejected.

4. Choose one or more of the best alternatives and list them as "family goal choices" at the bottom of the page.

5. Repeat Steps 1-4 of this exercise for social goal alternatives to fill out the form Evaluating Social Goal Alternatives in the same way.

EVALUATING FAMILY GOAL ALTERNATIVES

Family Goal Alternatives	Criteria Met						Remarks
	1	2	3	4	5	6	

Family Goal Choices

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

EVALUATING SOCIAL GOAL ALTERNATIVES

Social Goal Alternatives	Criteria Met						Remarks
	1	2	3	4	5	6	

Social Goal Choices

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Exercise 3. Planning to Implement Personal Decisions

In this exercise you will apply the last step of the decision making strategy, Step 5 - Plan to Implement the Decision. Follow these steps in doing the exercise.

1. Bring forward the family and social goal choices from the end of the form completed in Exercise 2 and write them at the top of the forms Plans to Reach Family Goals and Plans to Reach Social Goals.

2. Prepare a list of tasks that you will need to carry out to achieve these family and social goals and write them on a separate sheet of paper. Think about these tasks and number them to show which should be carried out first and which next, and so on.

3. Write the tasks on the forms Plans to Reach Family Goals and Plans to Reach Social Goals, under the headings "Things To Do", in the order that you would carry them out.

PLANS TO REACH FAMILY GOALS

FAMILY GOALS ______________________________

____

____

THINGS TO DO

1 ______________________________

____

____

2 ______________________________

____

____

3 ______________________________

____

____

4 ______________________________

____

____

5 ______________________________

____

____

6 ______________________________

____

____

PLANS TO REACH SOCIAL GOALS

SOCIAL GOALS ______________________________

____

____

THINGS TO DO

1 ______________________________________

____

____

2 ______________________________________

____

____

3 ______________________________________

____

____

4 ______________________________________

____

____

5 ______________________________________

____

____

6 ______________________________________

____

____

ARTIST

MASON

WELDER

ATHLETE

MANAGER

CLERK

CARPENTER

ACCOUNTANT

DRIVER

ENGINEER

FITTER

V

CHOOSING AN OCCUPATION

UNIT 1: SETTING CRITERIA

Exercise 1. Interests

Introduction

An occupational choice can be made in many different ways. Some people really never make one; they simply take what comes. Sometimes this works out all right. At other times it does not. Possibly the best way is to prepare yourself by planning and studying. This provides you with the opportunity to direct your life toward established goals. If you have specific goals in mind, you will be in a better position to test your progress.

In this topic, your objective is to make an occupational choice. By the end of the course you should have narrowed your choice at least to a "family" of occupations. You may even be able to specify a single occupation that will become your goal.

In order to make an occupational choice, you will need to get general information about occupations. As there are about 7,000 occupations in Canada, each one with different requirements and different in the kind of work done, you should have some way of choosing the best ones to study.

To help you to select the most suitable occupations to learn more about, you can first set some criteria or conditions. These criteria will depend on you and your own characteristics. You must ask yourself questions like, "What am I like? What do I like to do? What kind of job would I fit into best? What occupations can I enter with the education and training I now have? What further education and training can I get? What abilities and interests do I have? Where do I want to live and work?"

The tests that you have taken, and class discussions with your instructor will help you to identify your different characteristics. Then you can match them with the requirements of occupations that you might select for further study.

Interest Factors

The first characteristics to consider in making an occupational choice are your interests. What kinds of work do you like and what kinds do you dislike? Usually people are attracted to things they like, and they reject or avoid those things they dislike. This pattern of liking and disliking different kinds of work situations makes up your interests.

In this course you will consider ten different kinds of work situations. They are called interest factors.

1. Work with things and objects;
2. Work involving business contact with people;
3. Routine, concrete and organized work;
4. Working for people for their presumed good as in a social welfare sense, or for dealing with people and language in social situations;
5. Work resulting in prestige or esteem of others;
6. Work dealing with people and communicating ideas;
7. Scientific and technical work;
8. Abstract and creative work or experiences;
9. Non-social work, carried on in relation to processes, machines and techniques;

0. Work resulting in tangible, productive satisfaction.

Interests Check List

After your instructor has discussed the interest factors with the class and given you some examples, you should fill in the form Interests Check List which follows. Your statement of preferences on the kind of work you would be interested in doing will help you to make a decision later on occupational choice.

OVIS Student Report Folder

If you have taken the Ohio Vocational Interest Survey (OVIS), your instructor will explain the results of the test to you. You should study and evaluate the various interest descriptions in your report. They will also help you to make an occupational choice later in the course.

INTERESTS CHECK LIST

Here are ten types of work activities. Circle the response at the right which best describes how you feel about each of the activities. If you need help in understanding the meaning of the activities, ask your instructor to give you some examples.

1.	Activities dealing with things and objects.	DON'T LIKE	DON'T KNOW	LIKE
2.	Activities involving business contact with people.	DON'T LIKE	DON'T KNOW	LIKE
3.	Activities of a routine, definite, organized nature.	DON'T LIKE	DON'T KNOW	LIKE
4.	Activities which involve direct personal contact, to help people or deal with them for other purposes.	DON'T LIKE	DON'T KNOW	LIKE
5.	Activities which bring recognition or appreciation by others.	DON'T LIKE	DON'T KNOW	LIKE
6.	Activities concerned with people and the communication of ideas.	DON'T LIKE	DON'T KNOW	LIKE
7.	Activities of a scientific and technical nature.	DON'T LIKE	DON'T KNOW	LIKE
8.	Activities which require creative imagination in handling things or ideas of an indefinite nature.	DON'T LIKE	DON'T KNOW	LIKE
9.	Activities which are non-social and involve the use of machines, processes, or methods.	DON'T LIKE	DON'T KNOW	LIKE
0.	Activities which result in satisfaction from working on or producing things.	DON'T LIKE	DON'T KNOW	LIKE

IN THE SPACES BELOW, write the number of the activities in order from your first choice (best-liked) to your last choice (most disliked). Start by writing in your first three best-liked choices and the three most disliked choices. Then fill in your other choices.

Best liked   Most disliked

______	______	______	______	______	______	______	______	______	______
1st choice	2nd	3rd	4th	5th	6th	7th	8th	9th	LAST choice

Exercise 2. Temperaments

The second set of characteristics to look at is your temperaments. On any job people react to different work activities in a certain way. How they react to such situations is called their temperament. Do they accept the situation? Can they adjust themselves to it? The purpose of this exercise is to help you to think about your own temperaments.

Temperament Factors

There are twelve temperament factors for you to consider in this exercise. The factors are the work situations; the way you react to them shows your temperament. As you read them, ask yourself, "Would it be easy or difficult for me to accept or adjust to this kind of work? How would I react to it?" Your instructor will give you examples of each factor to help you to understand it better.

1. Work in which there is a variety of duties that often change.

2. Work in which short tasks are repeated over and over in the same way.

3. Work according to specific instructions in which you could not use independent judgement.

4. Work in which you plan, control and direct an entire activity on the activities of others.

5 Work in which you deal with people.

6. Work in which you are alone, away from other people.

7. Work in which you must try to influence other people.

8. Work in which you may be under stress or have to take risks.

9. Work in which you have to make decisions and evaluations based on your own judgement.

0. Work in which you have to make decisions and evaluations based on measurable standards.

X. Work in which you have to interpret feelings, ideas, or facts from your own point of view.

Y. Work in which you have to reach exact measurements or quality according to set standards.

Temperaments Check List

After you have discussed the temperament factors and some examples of each, you should fill in the form Temperaments Check List which follows. Knowledge of how you might accept or adjust to different kinds of work situations will help you to make a decision later on occupational choice.

TEMPERAMENTS CHECK LIST

Twelve types of work situations are listed below. The way you would react or adjust to these situations will help you understand your temperaments. For each of the situations tell whether it would be EASY or DIFFICULT for you to accept or adjust to a job like that, or whether you are NOT CERTAIN. Circle the correct response.

		EASY	NOT CERTAIN	DIFFICULT
1.	Situations involving a variety of duties which often change.	EASY	NOT CERTAIN	DIFFICULT
2.	Situations involving short tasks repeated many times according to set procedures.	EASY	NOT CERTAIN	DIFFICULT
3.	Situations involving doing things only according to specific instructions.	EASY	NOT CERTAIN	DIFFICULT
4.	Situations in which you plan, control and direct an entire activity or the activity of others.	EASY	NOT CERTAIN	DIFFICULT
5.	Situations involving working with people in job duties beyond giving and receiving instructions.	EASY	NOT CERTAIN	DIFFICULT
6.	Situations involving working alone or apart from others.	EASY	NOT CERTAIN	DIFFICULT
7.	Situations involving changing the opinions, attitudes or ideas of people about ideas or things.	EASY	NOT CERTAIN	DIFFICULT
8.	Situations involving working under stress, such as having your work criticized, dealing with unexpected events or having to take risks.	EASY	NOT CERTAIN	DIFFICULT

9.	Situations involving making decisions, tests and drawing conclusions using consensus or personal judgement.	EASY	NOT CERTAIN	DIFFICULT
0.	Situations involving making decisions, tests and drawing conclusions based on measurable standards.	EASY	NOT CERTAIN	DIFFICULT
X	Situations involving forming personal opinions on feelings, ideas or facts.	EASY	NOT CERTAIN	DIFFICULT
Y	Situations involving work which requires exact achievement of measurement or quality according to set standards.	EASY	NOT CERTAIN	DIFFICULT

IN THE SPACES BELOW, write the code number or letter of the situations in order, from the ones you would find most easy to adjust to or accept to the most difficult. Start by writing the three easiest at the left and the three most difficult at the right. Then fill in your other choices in the middle as well as you can.

Easiest   Most Difficult

____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

Exercise 3. Physical Activities

The physical activities that you have to use must also be considered in choosing an occupation. Physical activities are defined as the demands of a job on body movement, and on the senses of seeing, hearing and touching, and on speaking. What kind of physical work are you capable of? What movements or uses of your senses can you do best?

There are seven kinds of physical activities to consider:

1. Strength (lifting, carrying, pushing, pulling) shown in terms of:
    - S - Sedentary work (10 lbs. maximum);
    - L - Light work (20 lbs. maximum);
    - M - Medium work (50 lbs. maximum);
    - H - Heavy work (100 lbs. maximum);
    - VH - Very heavy work (over 100 lbs.);
2. Climbing and/or balancing;
3. Stooping, kneeling, crouching and/or crawling;
4. Reaching, handling, fingering and/or feeling;
5. Talking;
6. Hearing;
7. Seeing in terms of: acuity far and near, depth perception, accommodation, colour vision and field of vision.

Physical Activities Check List

After you have discussed the different physical activities and examples of jobs in which you would use them, you should fill in the Physical Activities Check List that follows. You have to think of physical activities in two ways: the kinds of physical activity that you can (or cannot) do, and the kinds of physical activities that you like (or dislike) to do. Your preferences will help you to make an occupational choice later.

PHYSICAL ACTIVITIES CHECK LIST

Check the physical activities which you are able to do and those you would prefer to do as part of work activity.

	I AM ABLE TO DO THIS ACTIVITY	I WOULD PREFER THIS TYPE OF ACTIVITY
1. Strength (lifting, carrying, pushing, pulling) shown in terms of:		
S Sedentary work (up to 10 lbs.)	___	___
L Light work (up to 20 lbs.)	___	___
M Medium work (up to 50 lbs.)	___	___
H Heavy work (up to 100 lbs.)	___	___
VH Very Heavy work (over 100 lbs.)	___	___
2. Climbing and/or Balancing	___	___
3. Stooping, Kneeling, Crouching, and/or Crawling	___	___
4. Reaching, Handling, Fingering and/or Feeling	___	___
5. Talking	___	___
6. Hearing	___	___
7. Seeing in terms of acuity far and near, depth perception, accommodation, color vision, and field of vision	___	___

CHECK ANY PHYSICAL ACTIVITIES LISTED BELOW WHICH YOU ARE NOT PHYSICALLY ABLE TO DO.

1. Strength (lifting, carrying, pushing, pulling) shown in terms of:

S Sedentary work (up to 10 lbs.) ___
L Light work (up to 20 lbs.) ___
M Medium work (up to 50 lbs.) ___
H Heavy work (up to 100 lbs.) ___
VH Very Heavy work (over 100 lbs.) ___

2. Climbing and/or Balancing ___
3. Stooping, Kneeling, Crouching and/or Crawling ___
4. Reaching, Handling, Fingering and/or Feeling ___
5. Talking ___
6. Hearing ___
7. Seeing in terms of acuity far and near, depth perception, accommodation, color vision, and field of vision. ___

Exercise 4. Environmental Conditions

The fourth set of conditions that you must consider in choosing an occupation is the environment or surroundings of the job. You should ask yourself, "What kind of place would I like to work in? Inside or outside? Hot or cold? Noisy or quiet?" Here are the different environmental conditions that you must consider.

1. Work location:

    I - Inside;
    O - Outside;
    B - Both;

2. Extremes of cold plus temperature changes;
3. Extremes of heat plus temperature changes;
4. Wet and/or humid;
5. Noise and/or vibration;
6. Hazards in terms of: mechanical; electrical; burns; explosives; radiant energy;
7. Atmospheric conditions in terms of: fumes; odours; dust; mists; gases; poor ventilation.

Environmental Conditions Check List

After your instructor has discussed environmental conditions and given you examples of them in different occupations, you should fill in the form Environmental Conditions Check List which follows. As in physical activities in the last exercise, you must consider the conditions in which you can work, and the conditions under which you would prefer to work. Your preferences will help you to make an occupational choice later.

ENVIRONMENTAL CONDITIONS CHECK LIST

Check the environmental activities listed below which you would be able to work in and those which you would prefer in a work situation.

		I AM ABLE TO WORK IN THIS ENVIRONMENT	I WOULD PREFER TO WORK IN THIS ENVIRONMENT
1. Work Location	I - Inside	____	____
	O - Outside	____	____
	B - Both	____	____
2. Extremes of cold plus temperature changes		____	____
3. Extremes of heat plus temperature changes		____	____
4. Wet and/or Humid		____	____
5. Noise and/or Vibration		____	____
6. Hazards in terms of:	mechanical	____	____
	electrical	____	____
	burns	____	____
	explosives	____	____
	radiant energy	____	____
7. Atmospheric Conditions in terms of:	fumes	____	____
	odours	____	____
	dusts	____	____
	mists	____	____
	gases	____	____
	poor ventilation	____	____

Check the environmental conditions below which, because of physical ability or health would be either difficult or impossible for you.

1. Work Location: I - Inside ___
   O - Outside ___
   B - Both ___
2. Extremes of cold plus temperature changes ___
3. Extremes of heat plus temperature changes ___
4. Wet and/or Humid ___
5. Noise and/or Vibration ___
6. Hazards in terms of: burns ___
   mechanical ___
   electrical ___
   explosives ___
   radiant energy ___
7. Atmospheric Conditions in terms of: fumes ___
   odours ___
   dusts ___
   mists ___
   gases ___
   poor ventilation ___

Exercise 5. Aptitudes

Aptitudes form a very important set of characteristics that you must consider in choosing an occupation. Aptitudes are your abilities to perform skills or to learn to perform new skills that are needed in different occupations. The aptitudes are tested in the General Aptitude Test Battery (GATB), which you have already taken.

Aptitude Factors

Your instructor will explain the eleven aptitude factors listed below. The GATB gives you a score on only the first nine of them. It is important for you to remember that you cannot "pass" or "fail" on the GATB tests. The scores are intended only to help you learn about your own abilities so that you can make a more suitable occupational choice. Different letters are used to designate the factors.

G	General learning ability.
V	Verbal ability to understand meaning and to present information.
N	Numerical ability.
S	Spatial perception, the ability to see geometric forms in your mind.
P	Form perception, the ability to see details and differences.
Q	Clerical perception, the ability to see detail in written words and numbers.
K	Motor co-ordination, the ability to co-ordinate eyes and hands or fingers and to make quick, accurate responses.
F	Finger dexterity, the ability to use the fingers rapidly or accurately.

M Manual dexterity, the ability to move the hands easily and skilfully.

E Eye-Hand-Foot co-ordination, the ability to move the hand and foot in accordance with what you see.

C Colour discrimination, the ability to see similarities or differences in shades or qualities of colour.

Aptitudes Check List

After you have discussed the different aptitude factors and examples of them in different occupations, you should record your GATB scores on the Aptitudes Check List that follows. Your instructor will show you how to use a scale to change the scores to levels. Then you can use the levels of your different aptitudes to help you to make an occupational choice later. Remember that the scales are not exact requirements or entry levels for any particular occupation; they are only averages which indicate satisfactory performance.

APTITUDES CHECK LIST

Use your scores on the General Aptitude Test Battery to complete this form. To change your scores to levels, use this table.

Changing GATB Scores to Aptitude Levels

Score	Level
over 126	1
110 to 126	2
92 to 109	3
75 to 92	4
0 to 74	5

APTITUDE FACTORS:	G	V	N	S	P	Q	K	F	M	E	C
GATB SCORES:	___	___	___	___	___	___	___	___	___	☐	☐
APTITUDE LEVELS:	___	___	___	___	___	___	___	___	___	☐	☐

Exercise 6. Education and Training

Your levels of education and training will help to determine what occupations you can enter. In this course, your education is referred to as General Educational Development, or GED for short. In addition to school education, you may have had training for a particular job or occupation. This training is called Specific Vocational Training, or SVP for short.

Education and training are the conditions of employment that you can most easily control. By getting a higher level of education or more training, you can enter many more occupations. With a wider choice, you are more likely to choose an occupation in which you will find satisfaction.

In this exercise you should look at GED and SVP in two ways. First, you should consider your present levels. Then you should think in terms of what higher levels you might be able to reach with further education and training.

General Educational Development

GED includes all the academic education a person has had in school in subjects like mathematics and language. The GED level is determined by the number of years you have spent in elementary school, high school and college, or the level of education you may have gained by study on your own. To help you record your GED level you can use this table:

Years of School	GED Level
17 years or more	6
13 to 16 years	5
11 to 12 years	4
9 to 10 years	3
6 to 8 years	2
up to 6 years	1

Record the number of years you have gone to school and your GED level here:

Years in School _____ Present GED level _____

If you want to raise your GED level, you should discuss it with your instructor or a counsellor. In adult upgrading or retraining classes, you may be able to raise your GED level in just a few months.

Specific Vocational Preparation

Training for a specific work field is called Specific Vocational Training (SVP). Usually this training is taken to learn new skills for work in particular occupations such as carpentry, teaching, nursing, plumbing or secretarial work.

There are many different kinds of specific vocational preparations, running from a few hours of practice on the job to many years of technical school or university. To measure your own level of specific vocational preparation (SVP), you can use this table:

Specific Vocational Preparation	
Type	Level
Short demonstration	1
Anything beyond short demonstration and up to 30 days	2
Over 30 days up to 3 months	3
Over 3 months up to 6 months	4
Over 6 months up to 1 year	5
Over 1 year up to and including 2 years	6
Over 2 years up to and including 4 years	7
Over 4 years up to and including 10 years	8
Over 10 years	9

Using the table fill in the chart below:

Courses or Training Taken	Length	SVP Level

Best Estimate of SVP Level is _____

If you have received a certificate or diploma for any training course you have taken, you can record it here:

Certificate or Diploma	Name of Institution

If you want to raise your SVP level, you should discuss it with your instructor or a counsellor.

Exercise 7. Setting Criteria

This exercise is based on Steps 1 and 2 of the decision-making strategy that you learned in Topic IV. Those steps were: 1. Clarify the Decision Situation and 2. Set Criteria. Your instructor will discuss the decision situation, making an occupational choice, with the class. A person is in a decision situation when a choice of alternatives exists, and he has to choose from the available and possible alternatives.

To help you choose from a larger number of occupations, you must apply Step 2 (Set Criteria). In this case your criteria will be a profile of the personal traits which you have discussed and recorded in Exercises 1-6. Your instructor will help you to bring them forward and record them on the Personal Profile form which follows.

The following explanations will help you to list your various qualifications for employment and preferences in code form on the Personal Profile.

1. Education. Write the number of years you were in school and beside it write your present GED level from Exercise 6.

2. Training. List the different courses you have taken and on the last line write your present SVP level from Exercise 6.

3. Work Activity Interests. List both the name and the number of your first three choices on the OVIS Scales from your OVIS Student Report Folder.

4. Interest Factors. From the Interests Check List in Exercise 1, write the numbers of the three activities that you would prefer. Write also the numbers of the activities that you would like least.

5. Aptitudes (GATB). Write both the scores and the levels of the first nine aptitude factors from the Aptitudes Check List in Exercise 5. Note that there are no scores for E and C.

6. Work Environment Preference. Write the code letter for No. 1 (I, O, B) and the numbers of the other work environments that you would prefer from the Environmental Conditions Check List in Exercise 4. For example, you might write 0234 if you liked to work outside in any kind of weather, or just I if you want to work inside and you do not like the other work conditions.

7. Physical Activities Preference. Write the code letter for No. 1 (S, L, M, H, VH) and the numbers of the other activities that you would prefer, from the Physical Activities Check List in Exercise 3. For example, you might write M4567 if you can do only medium work and do not like climbing or stooping.

8. Temperaments. Write the code numbers or letters of the three situations that you would find easiest to accept or adjust to, from the Temperaments Check List in Exercise 2. Write also the numbers or letters of the situations which you would find most difficult to accept or adjust to.

The other sections on your Personal Profile do not need to be in code form. Fill them in with your own words.

After you have completed your Personal Profile form, your instructor will explain and help you to fill in the Occupational Qualifications Profile and the Criteria for Occupational Choice.

PERSONAL PROFILE

GENERAL

AGE ____ MARITAL STATUS ___ DEPENDANTS ____

HEALTH ______________________________

____

EDUCATION - YEARS OF SCHOOL ____________

HIGHEST CERTIFICATE HELD ____________

FURTHER TRAINING

Course	Length	Date Completed

IS YOUR TRAINING FOR A PARTICULAR OCCUPATION?

______ WHICH ONE? ____________

WORK EXPERIENCE (Include Part Time & Casual)

Job	Length

WHICH JOB DID YOU LIKE BEST? ____________

WHICH JOB DID YOU LIKE LEAST? ____________

HOBBIES (Leisure Time Activities)

1. ______________________________
2. ______________________________
3. ______________________________

WORK ACTIVITY INTERESTS

YOUR CHOICE ____________

OVIS SCALES 1st ____________

2nd ____________ 3rd ____________

INTEREST FACTORS

1st ____________

2nd ____________

3rd ____________

Least ____________

APTITUDES (GATB)

Part	Score	Level
General		
Verbal		
Numerical		
Spatial		
Form		
Clerical		
Motor Co-ord.		
Finger Dext.		
Manual Dext.		
Eye-Hand-Foot		Est.
Colour Discr.		Est.

WORK ENVIRONMENT PREFERENCE

____

PHYSICAL ACTIVITIES PREFERENCE ____________

WORK LOCATION PREFERENCES

____

____

____

TEMPERAMENTS

1. ____________
2. ____________
3. ____________

Least ____________

____

Occupational Qualifications Profile

Now that you have completed your Personal Profile, you can select some of the information from it to prepare an Occupational Qualifications Profile. This new profile will show your various qualifications and preferences in code form, exactly like the Qualifications Profiles in the reference books that you may use to read about different occupations.

Use the coded reference numbers, letters and scales from your Personal Profile to fill in this Occupational Qualifications Profile.

Aptitudes (Levels only)

G	V	N	S	P	Q	K	F	M	E	C
___	___	___	___	___	___	___	___	___	X	X

PA (Physical Activities: Code letter and numbers only)

____

EC (Environmental Conditions: Code letter and numbers only)

____

GED (Level only) SVP (Level only)

________ ________

Ints. (Interests: numbers of 3 preferred activities)

____

Temps. (Temperaments: numbers and/or letters of the three easiest situations to accept or adjust to)

____

The *Occupational Qualifications Profile* is generally written across the page in one line. Fill in your own profile like this:

APT: G V N S P Q K F M PA EC GED SVP INTS. TEMPS

_ _ _ _ _ _ _ _ _ ____ ____ ___ ___ ____ ____

About 7,000 different occupations in Canada have been defined and classified in the *Canadian Classification and Dictionary of Occupations*. In it the qualifications for occupations are described in profiles of interests, aptitudes, education and other factors in the same way as you have just done. If you have a copy in your classroom, you should look at it.

Criteria for Occupational Choice

The next step is to change your profile of interests and aptitudes into a set of criteria or conditions for choosing the occupations you may want to learn more about.

At the beginning of this part of the course, you read that the objective was to prepare a set of criteria for occupational choice. In this section you will set these criteria.

Up to this point you have looked at your interests, aptitudes, education, training, experience, hobbies, preferences for physical activities, preference for environmental activities and preference for work locations. These have been recorded on your *Personal Profile*, and some have been coded in your *Occupational Qualifications Profile*. Let's see what these things mean as *conditions* or *criteria* for the choosing of an occupation.

First, look at *Aptitudes*. On your profile, they are recorded as eleven different abilities with the codes, G V N S P Q K F M E C, and your aptitude is at a 1, 2, 3, 4 or 5 level in each (except E and C).

Let's say that your aptitude on N - numerical ability - is 4. This means that you could meet the requirements for occupations which require 4 or lower, that is 4 or 5, in numerical ability. The *criteria*, then, or the conditions, would be that the occupations require a 4 or 5 in numerical ability.

Here is an example of a whole set of aptitudes converted into criteria:

John Doe's Aptitudes:

G	V	N	S	P	Q	K	F	M	E	C
3	4	2	3	3	4	2	3	3	3	1

John Doe, therefore, meets the aptitude requirements for occupations which have requirements of:

G	V	N	S	P	Q	K	F	M	E	C
3-5	4-5	2-5	3-5	3-5	4-5	2-5	3-5	3-5	3-5	1-5

John Doe can now say that the aptitude conditions or criteria for an occupation for him are:

G	V	N	S	P	Q	K	F	M	E	C
3-5	4-5	2-5	3-5	3-5	4-5	2-5	3-5	3-5	3-5	1-5

1. Positive Criteria

(a) In the spaces below, use your Occupational Qualifications Profile to list your own set of aptitude criteria in the same way as John Doe. You will have to estimate your levels for E and C. These two factors will be important only when they are shown as significant requirements for certain occupations. All the other criteria in the profile below will be the same as in your Occupational Qualifications Profile.

G	V	N	S	P	Q	K	F	M	E	C
___	___	___	___	___	___	___	___	___	___	___

PA	EC	GED	SVP	INTS.	TEMPS.
___	___	___	___	______	______

Occupations with profiles like these have requirements which you can meet. Note that your GED and SVP levels include lower levels but not higher levels of education and training. The best thing for you will be to find an occupation with a qualification profile that most closely matches yours. In other words, your own qualifications profile provides the best criteria for choosing an occupation.

(b) Your OVIS scales provide positive criteria also. List them here.

OVIS Scales

1st Choice ____________________ No. ________________

2nd Choice ____________________ No. ________________

3rd Choice ____________________ No. ________________

2. Negative Criteria

In check lists in earlier exercises, you listed certain activities that you would not like, certain situations that you would find it difficult to accept or adjust to, and certain physical activities that you are physically not able to do. These can also be important criteria for you to consider. You obviously do not want to choose an occupation with conditions that you do not like or would find it difficult or impossible to meet.

In the spaces below, list the code numbers and letters of the most negative factors from the check lists you have filled in as follows:

Physical Activities (PA): Write the code letters and numbers for the physical activities that you are not physically able to do, from the Physical Activities Check List in Exercise 3.

Environmental Conditions (EC): Write the code letters and numbers for the environmental conditions that would be difficult or impossible for you to work in, from the Environmental Conditions Check List in Exercise 4.

Temperaments (Temps): Write the code numbers and letters for the three situations that would be most difficult for you to accept or adjust to, from the Temperaments Check List in Exercise 2.

PA	EC	TEMPS.
________	________	___________

Occupations which have these requirements might be difficult or impossible for you to enter. In your search for an occupation, you should therefore consider rejecting them.

3. Other Criteria

In addition to the conditions listed in Sections 1 and 2, you may have other criteria, such as where you want to live, or whether you would not want to work on a night shift, which you may want to add here.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

UNIT 2: EXPLORING OCCUPATIONS

Exercise 1. Occupational Qualifications

In Unit 1 you completed a series of exercises in which you arrived at an Occupational Qualifications Profile of your own aptitudes, interests and other factors. You also arrived at a set of criteria for occupational choice. In this unit you will be examining the Qualifications Profiles of different occupations. These profiles include the conditions or qualifications which must be met to work in them. You will be able to compare your own profile with occupational profiles to see which occupations meet the criteria you have set.

Here is an example for Occupational Group 8582, Aircraft Mechanics and Repairmen:

QUALIFICATIONS PROFILE:

APT:	G	V	N	S	P	Q	K	F	M	E	C	PA	EC	GED	SVP	INTS.	TEMPS.
	3	3	3	2	2	4	3	3	2	4	3	M237	B56	4	7-6	910	Y01

This profile shows the aptitudes required, the physical activities (PA), the environmental conditions (EC) and so on. Look at the Guide to Qualifications Profile Factors on the next page to see what the code numbers and letters mean. You do not need to remember them.

Now take a minute to interpret this profile. Could you meet the requirements under the different factors? Look back at your criteria for occupational choice in Exercise 7 of Unit 1. Your criteria are set up in a profile in the same way as this Qualifications Profile to make it easier to compare your profile with the qualifications profiles of occupations.

Here are two more examples of occupational profiles which your instructor will discuss with you and ask you to interpret.

1. Stewardess, Airline (6145-118)

APT:	G	V	N	S	P	Q	K	F	M	E	C	PA	EC	GED	SVP	INTS.	TEMPS.
	3	3	4	4	4	3	4	4	3	3	5	L23456	I567	3	3	2	598

2. Automotive Brake Repairman (8581-166)

APT:	G	V	N	S	P	Q	K	F	M	E	C	PA	EC	GED	SVP	INTS.	TEMPS.
	3	3	3	3	3	4	3	3	3	5	4	M-H347	I567	4-3	7-6	190	Y01

GUIDE TO QUALIFICATIONS PROFILE FACTORS

APTITUDES

G General Intelligence
V Verbal Ability
N Numerical Ability
S Spatial Perception
P Form Perception
Q Clerical Perception
K Motor Co-ordination
F Finger Dexterity
M Manual Dexterity
E Eye-Hand-Foot Co-ordination
C Colour Discrimination

Aptitude Levels

(in terms of working population)

1 Upper 10%
2 Upper Third exclusive of the Highest 10%
3 Middle Third
4 Lowest Third exclusive of the Lowest 10%
5 Lower 10%
When these levels are underlined, they are considered significant for satisfactory job performance.

PHYSICAL ACTIVITES (PA)

1. Strength (lifting, carrying, pushing, pulling) shown in terms of:
   S - Sedentary work (10 lbs. max)
   L - Light Work (20 lbs. max)
   M - Medium work (50 lbs. max)
   H - Heavy Work (100 lbs. max)
   VH - Very Heavy Work (over 100 lbs.)
2. Climbing and/or Balancing
3. Stooping, Kneeling, Crouching and/or Crawling
4. Reachin, Handling, Fingering and/or Feeling
5. Talking
6. Hearing
7. Seeing in terms of: acuity far and near, depth perception, accommodation, colour vision and field of vision.

ENVIRONMENTAL CONDITIONS (EC)

1. Work Location
   I - Inside
   O - Outside
   B - Both
2. Extremes of cold plus temperature changes
3. Extremes of heat plus temperature changes
4. Wet and/or humid
5. Noise and/or vibration
6. Hazards in terms of:
   - mechanical
   - electrical
   - burns
   - explosives
   - radiant energy
7. Atmospheric Conditions in terms of:
   - fumes
   - odours
   - dusts
   - mists
   - gases
   - poor ventilation

GENERAL EDUCATION DEVELOPMENT (GED)

Levels		Approximate Duration of Schooling
6	-	17 years plus
5	-	13 to 16 years
4	-	11 to 12 years
3	-	9 to 10 years
2	-	6 to 8 years
1	-	Up to 6 years

SPECIFIC VOCATIONAL PREPARATION (SVP)

1 - Short Demonstration Only
2 - Anything Beyond short demonstration up to and including 30 days
3 - Over 30 days up to and including 3 months
4 - Over 3 months up to and including 6 months
5 - Over 6 months up to and including 1 year
6 - Over 1 year up to and including 2 years
7 - Over 2 years up to and including 4 years
8 - Over 4 years up to and including 10 years
9 - Over 10 years

INTEREST FACTORS

1. Things and Objects	vs.	6. People and Communication of Ideas
2. Business Contact with People	vs.	7. Scientific and Technical Work
3. Routine, concrete and organized work	vs.	8. Abstract and creative work or experiences
4. Working for people for their presumed good as in the social welfare sense, or for dealing with people and language in social situations.	vs.	9. Non-social work, carried on in relation to processes, machines, and techniques
5. Work resulting in prestige or esteem of others	vs.	0. Work resulting in tangible, productive satisfaction

TEMPERAMENT FACTORS

1. Variety and Change
2. Repetitive, Short Cycle
3. Under Specific Instructions
4. Direction, Control, Planning
5. Dealing with People
6. Isolation
7. Influencing People
8. Performing Under Stress
9. Sensory or Judgmental Criteria
0. Measurable or Verifiable Criteria
X. Interpretation of ideas, facts, feelings
Y. Precise attainment of set limits, tolerances or standards

Exercise 2. Data, People and Things

Every occupation can be partly described by the way the work is related to data, people and things.

Data means information, ideas and knowledge. Data in a job is usually in the form of numbers, words and other symbols. A typist or an accountant, for example, works mostly with data. Each occupation has been analyzed and evaluated to see whether the worker uses data a lot or a little in his job. The top of the scale is "0" for a person who works with data a great deal; the bottom of the scale is 8 for workers who rarely or never have to work with data. For each occupation, the data relationships are evaluated on this scale:

High use of data	0	Synthesizing
	1	Co-ordinating
	2	Analyzing
	3	Compiling
	4	Computing
	5	Copying
	6	Comparing
	7	No significant relationship
Low use of data	8	

It is not necessary for you to learn the names of each level, but you should remember which numbers are high and which are low or in the middle. Your instructor will explain the levels.

People refers to the kind and level of relationships a worker in an occupation has with other people. It also includes work with individual animals such as the relationship of a "seeing-eye" dog and its blind master. A worker at the "0" level is the highest; in his job he would have to work with other people all the time, like a doctor or a counsellor. A worker at the "8" level, on the contrary, would be working almost entirely by himself or with a machine. Each occupation has a "people" code based on these relationships:

High relationship with other people	0	Mentoring
	1	Negotiating
	2	Instructing
	3	Supervising
	4	Diverting
	5	Persuading
	6	Speaking-Signalling
	7	Serving
Low relationship with other people	8	No significant relationship

It is not necessary for you to learn the names of each level, but you should remember which numbers are high and which numbers are low. Your instructor will explain the levels.

The things relationship is the way a worker in a particular occupation handles tools, materials, and equipment. A worker at the "0" level would have a very highly specialized skill in the setting-up of instruments and machines; at the "8" level a worker would have little or nothing to do with equipment. The things code is based on this set of relationships:

High use of things	0	Setting-Up
	1	Precision Working
	2	Operating-Controlling
	3	Driving-Operating
	4	Manipulating
	5	Tending
	6	Feeding-Offbearing
	7	Handling
Low use of things	8	No significant relationship

Again it is not necessary for you to learn the names of each level, but you should remember which numbers are high and which ones are low. Your instructor will explain the levels.

The Data, People and Things work-functions for an occupation can be shown as a DPT code. A DPT code looks like this: DPT:563. This code shows that the occupation has the following worker functions:

Data 5 - Copying
People 6 - Speaking-Signalling
Things 3 - Driving-Operating

By looking at the DPT code of an occupation, you can learn quite a bit about the kind of relationships in it. You can also use DPT as criteria for yourself. For example, you may like to work with things and dislike working with people at high levels of involvement. Your occupational choice then should be one which has a things code of perhaps 0-3 and a people code of 5 or lower.

Here is the Data, People and Things scale in one chart. Use it to write the Data, People and Things relationships for the occupations listed on the next page.

DATA	PEOPLE	THINGS
0 Synthesizing	0 Mentoring	0 Setting-Up
1 Co-ordinating	1 Negotiating	1 Precision-Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signalling	6 Feeding-Offbearing
7 No significant	7 Serving	7 Handling
8 relationship	8 No significant relationship	8 No significant relationship

Examples:

1. Cook, DPT: 361

   Data _________ People _________ Things _________

2. Dentist, DPT: 101

   Data _________ People _________ Things _________

3. Concrete Mixer Operator, DPT: 682

   Data _________ People _________ Things _________

4. Bank Teller, DPT: 367

   Data _________ People _________ Things _________

Exercise 3. Exploring Occupations

In this exercise you will apply Step 3 (Identify and Explore Alternatives) of the decision-making strategy that you learned in Topic IV. The aim of the exercise is for you to find a number of alternative occupations that suit your qualifications and characteristics. Then you can explore each one before you evaluate them and decide in Step 4.

Now that you can read a qualifications profile for an occupation, you are ready to start searching for occupations which meet your criteria. To help you search, you may use the Exploring Occupations Kit. This kit contains large cards, each of which describes a small group of occupations and lists them. The main feature of the kit is that you can sort out the groups you want by "keying" on any factor in your set of criteria; "keying" means that you stick a rod like a big needle through holes punched along the edge of the cards. For instance, if you want a list of occupations in which you would work outside, you would key on the "O" in EC-Environmental Conditions. All the cards that fall out (i.e., did not stay on the needle) would describe occupations in which outside work is necessary.

Your instructor will demonstrate the use of the Exploring Occupations Kit, and then you can use it to find your own set of occupational choices. You will be able to explore occupations according to your interests, temperaments, physical activities and environmental conditions, aptitudes, and education and training. Use the five following forms to record the numbers and names of the Occupational Groups that you select as possible alternatives to explore after each key sort you make.

The last form of the set is Other Possible Alternatives. You can list on it any other occupations or occupational groups that you would like to consider as alternatives. If you want to find more titles of occupations and occupational groups to list as alternatives for further exploration, you can find them in the Industry Index or the Alphabetical Index of the Canadian Classification and Dictionary of Occupations. There may also be other indexes and references available in your classroom.

EXPLORING OCCUPATIONS BY INTERESTS

Occupational Groups Selected by OVIS Scales.

First Scale Choice ________
Alternatives

1
2
3
4
5
6
7
8
9
10

Second Scale Choice ________
Alternatives

1
2
3
4
5
6
7
8
9
10

Third Scale Choice ________
Alternatives

1
2
3
4
5
6
7
8
9
10

Fourth Scale Choice ________
Alternatives

1
2
3
4
5
6
7
8
9
10

Fifth Scale Choice ________
Alternatives

1
2
3
4
5
6
7
8
9
10

Occupational Groups Selected by Interest Factors ________
Alternatives

1
2
3
4
5
6
7
8
9
10
11

EXPLORING OCCUPATIONS BY TEMPERAMENTS

Record Occupational Groups with temperament factors that may cause you difficult adjustment problems. Look back to your Temperaments Check List, or your list of negative criteria in Exercise 7 of Unit 1, for the three most difficult. The code numbers or letters of these temperament factors are:

____

____

____

Because of these factors you should NOT consider the following occupational groups as possible choices.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________

EXPLORING OCCUPATIONS BY PHYSICAL ACTIVITIES AND ENVIRONMENTAL CONDITIONS

1. Physical Activities

Record Occupational Groups with physical activities requirements which you are not able to meet. Look back to your Physical Activities Check List, or your list of negative criteria in Exercise 7 of Unit 1, for these. The code letters and numbers of these physical activities which would be difficult to meet are:

____

____

____

Because of these factors you should NOT consider the following occupational groups as possible choices:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

2. Environmental Conditions

Record Occupational Groups with environmental conditions requirements in which you are not able to work. Look back to your Environmental Conditions Check List or your list of negative criteria in Exercise 7 of Unit 1 for these. The code numbers and letters of the environmental conditions which would not be suitable for you are:

____

____

____

Because of these factors you should NOT consider the following occupational groups as possible choices:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

EXPLORING OCCUPATIONS BY APTITUDES

Write your aptitude profile here:

G V N S P Q K F M E C

_ _ _ _ _ _ _ _ _ _ _

Write the numbers and names of the occupational groups which you have selected:

1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________
13 ____________________
14 ____________________
15 ____________________
16 ____________________
17 ____________________
18 ____________________
19 ____________________
20 ____________________

1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________
13 ____________________
14 ____________________
15 ____________________
16 ____________________
17 ____________________
18 ____________________
19 ____________________
20 ____________________

EXPLORING OCCUPATIONS BY EDUCATION AND TRAINING

Write your education levels here:

Grade Level Now ________	GED Level Now ________
Grade Level Planned ________	GED Level Planned ________

Occupations Selected on Present Education Level	Occupations Selected on Planned Education Level
________________________	________________________
________________________	________________________
________________________	________________________
________________________	________________________
________________________	________________________
________________________	________________________
________________________	________________________
________________________	________________________

TRAINING

Training Courses You Have Taken	Training Courses You Plan to Take
1 ____________________	1 ____________________
2 ____________________	2 ____________________
3 ____________________	3 ____________________
Your SVP level now ________	Your SVP level will be ______

OCCUPATIONS SELECTED

At Present SVP	At Planned SVP
1 ____________________	1 ____________________
2 ____________________	2 ____________________
3 ____________________	3 ____________________
4 ____________________	4 ____________________

OTHER POSSIBLE ALTERNATIVES

List all the Occupational Groups or single occupations here which you would like to learn more about. Use this form to list only those which have not been listed on other forms.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______

Exercise 4. Describing Occupations

Choosing an occupation, if you have not already done so, will be an important step in your life. Your choice should therefore be carefully considered. You ought to have as much information as possible on which to base your final decision and plans.

In this exercise you will collect more information about some of the occupations or occupational groups which you listed as alternatives in Exercise 3. Choose the ones in which you are most interested for further detailed study. Perhaps, at this point, you have already decided on a particular occupation or group of occupations. In that case, you should spend all your time collecting information on it. If you are not sure about an occupation yet, then collect information on several occupations until you have a clear understanding of each.

When you used the Exploring Occupations Kit in the last exercise, you listed occupational groups by number and perhaps later by name. Your instructor will show you how to use these numbers and names of Occupational Groups to find information about them in the Canadian Classification and Dictionary of Occupations, Volumes 1 and 2, the Occupational Reference Index, the SRA Occupational Exploration Kit, Canadian Occupational Groups and other occupational information materials. You may also be able to get information about certain occupations from the people.

Then you should record information about several occupations or occupational groups on the Occupational Description forms which follows. Each form has three pages, and there are enough forms to record information about four occupations. You do not need to fill in every space if the information called for is not important to you. On the other hand, if you need more space, you can use an extra notebook.

OCCUPATIONAL DESCRIPTION

GROUP # ____________________ NAME ________________________________

OCCUPATION ____

HISTORY & IMPORTANCE ______________________________________

NATURE OF THE WORK _______________________________________

WORKING CONDITIONS _______________________________________

WORK ORGANIZATIONS ____

____

____

____

____

QUALIFICATIONS PROFILE

APT:	G	V	N	S	P	Q	K	F	M	E	C	PA	EC	GED	SVP	INTS.	TEMPS.

INTERPRETED REQUIREMENTS

YEARS OF SCHOOL ____

SPECIAL TRAINING ____

CERTIFICATES, DIPLOMAS, ETC. REQUIRED __________________________

____

SPECIAL SKILLS ____

____

____

____

USUAL LOCATIONS ____

____

____

____

OTHER NOTES ____

____

____

____

____

____

____

____

____

____

TRANSFER POSSIBILITIES

ADVANCEMENT POSSIBILITIES

FUTURE PROSPECTS

PAY AND OTHER BENEFITS

OCCUPATIONAL DESCRIPTION

GROUP # ______________________ NAME ______________________________

OCCUPATION ____

HISTORY & IMPORTANCE ____

NATURE OF THE WORK ____

WORKING CONDITIONS ____

TRANSFER POSSIBILITIES

ADVANCEMENT POSSIBILITIES

FUTURE PROSPECTS

PAY AND OTHER BENEFITS

WORK ORGANIZATIONS ______________________________

____

____

____

____

QUALIFICATIONS PROFILE

APT:	G	V	N	S	P	Q	K	F	M	E	C	PA	EC	GED	SVP	INTS.	TEMPS.
	_	_	_	_	_	_	_	_	_	_	_	__	__	___	___	____	____
	_	_	_	_	_	_	_	_	_	_	_	__	__	___	___	____	____
	_	_	_	_	_	_	_	_	_	_	_	__	__	___	___	____	____

INTERPRETED REQUIREMENTS

YEARS OF SCHOOL ______________________________

SPECIAL TRAINING ______________________________

CERTIFICATES, DIPLOMAS, ETC. REQUIRED ______________________________

____

SPECIAL SKILLS ______________________________

____

____

____

USUAL LOCATIONS ______________________________

____

____

____

OTHER NOTES ______________________________

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____

____

____

OCCUPATIONAL DESCRIPTION

GROUP # ______________ NAME ______________________

OCCUPATION ______________________________________

HISTORY & IMPORTANCE ______________________________

NATURE OF THE WORK ________________________________

WORKING CONDITIONS ________________________________

TRANSFER POSSIBILITIES

ADVANCEMENT POSSIBILITIES

FUTURE PROSPECTS

PAY AND OTHER BENEFITS

WORK ORGANIZATIONS

QUALIFICATIONS PROFILE

APT: G V N S P Q K E M E C	PA	EC	GED	SVP	INTS.	TEMPS.

INTERPRETED REQUIREMENTS

YEARS OF SCHOOL

SPECIAL TRAINING

CERTIFICATES, DIPLOMAS, ETC. REQUIRED

SPECIAL SKILLS

USUAL LOCATIONS

OTHER NOTES

OCCUPATIONAL DESCRIPTION

GROUP # ____________________ NAME ____________________

OCCUPATION ____________________

HISTORY & IMPORTANCE ____________________

NATURE OF THE WORK ____________________

WORKING CONDITIONS ____________________

TRANSFER POSSIBILITIES

ADVANCEMENT POSSIBILITIES

FUTURE PROSPECTS

PAY AND OTHER BENEFITS

WORK ORGANIZATIONS ______________________________

QUALIFICATIONS PROFILE

APT: G V N S P Q K F M E C	PA	EC	CED	SVP	INTS.	TEMPS.
_ _ _ _ _ _ _ _ _ _ _	__	__	__	__	__	__
_ _ _ _ _ _ _ _ _ _ _	__	__	__	__	__	__
_ _ _ _ _ _ _ _ _ _ _	__	__	__	__	__	__

INTERPRETED REQUIREMENTS

YEARS OF SCHOOL ______________________________

SPECIAL TRAINING ______________________________

CERTIFICATES, DIPLOMAS, ETC. REQUIRED ______________________________

SPECIAL SKILLS ______________________________

USUAL LOCATIONS ______________________________

OTHER NOTES ______________________________

UNIT 3: MAKING AN OCCUPATIONAL CHOICE

Exercise 1. Making Occupational Choices

In this exercise you will apply Step 4 (Evaluate Alternatives and Decide) of the decision-making strategy from Topic IV. It may be helpful for you to review Step 4 of the example exercise on renting an apartment in Topic IV before you do this exercise.

Read over all the alternatives that you listed on various forms in Unit 2 and choose the occupations or occupational groups that you want to consider seriously as choices. Try to identify certain occupations which you think you would like or which meet several of your criteria. Then record them on the form Evaluating Alternatives, which follows. There is space on the form for up to fourteen occupations or occupational groups, but you do not have to fill them all in.

Review your alternatives to determine if you have all the knowledge you need about each. Collect any more information you may want and record it on an Occupational Description form such as you used in the last exercise.

Then examine each occupation by applying the different criteria across the top in turn. Ask yourself questions like these, "Does this occupation agree with my first/second/third interest shown on the OVIS scale? Does this occupation have a qualifications profile that I can meet with my profile on interests, temperaments, physical activities, etc? Will my negative criteria for temperaments, physical activities and environmental conditions cause me to reject this occupation?"

As you consider each occupation, check off those criteria which have been met, and write any remarks that may help you to make a choice-decision later.

Then when you have examined all the occupations, you should choose the occupation or occupations which have met the most criteria and record them as possible choices at the bottom of the form.

EVALUATING ALTERNATIVES

	Check Off Criteria Met Here											
Write the Occupations You Want To Consider Here	OVIS Scales	Int. Factors	Temp. Factors	PA Factors	EC Factors	Aptitudes	GED	SVP	DPT			Remarks

Choices: Write one or more of the occupations you have chosen below. You will learn more about it, perhaps take training in it, and you may eventually look for a job in one of these chosen occupations.

UNIT 4: EXPLORING JOBS

Exercise 1. Identifying Employer Organizations

In this unit you will start to apply Step 5 (Plan to Implement the Decision) of the decision-making strategy, and the rest of the course will be concerned with skills that you will need to learn in order to plan and implement a decision to find a job in your chosen occupation.

First of all, you should understand the difference between a job and an occupation. Think of a carpenter. His occupation is carpentry, but he may hold a job as a cabinet maker, as a worker in a construction company, building new houses or schools or office buildings, or as a private contractor for small jobs. In each case he would be practising his occupation of carpentry, but he would be in different jobs. Try to think of the difference in this way: the man is a carpenter, but he applies his skills and knowledge and does his actual work in a certain job. You may be able to think of some other examples like this.

At this time, you should have selected a single occupation or a group of related occupations as your occupational choice. Now you can start to find out about jobs. The questions you will have to answer are:

> Where are all the jobs in my chosen occupation?
>
> What kind of businesses employ people like me?
>
> What are the jobs like where I can practise my chosen occupation?

Remember at this time you aren't looking for a job opening.

There are several places you can find out about employing organizations. Some of these are telephone books (yellow pages), newspapers and business directories. You can also just ask people whether they employ people in certain occupations.

On the form Employing Organizations List which follows, you can list organizations, businesses and industries which employ people in your chosen occupation or group of related organizations.

EMPLOYING ORGANIZATIONS LIST

My occupational choice is ____

____

Organizations which employ people in my occupation are:

1. Name ____
   Address ____
   ____
   Type of business ____
   Approximate number of employees in this occupation __________

2. Name ____
   Address ____
   ____
   Type of business ____
   Approximate number of employees in this occupation __________

3. Name ____
   Address ____
   ____
   Type of business ____
   Approximate number of employees in this occupation __________

4. Name ____
   Address ____
   ____
   Type of business ____
   Approximate number of employees in this occupation __________

5. Name ____
   Address ____
   ____
   Type of business ____
   Approximate number of employees in this occupation __________

6. Name ______________________________
Address ______________________________
____
Type of business ______________________________
Approximate number of employees in this occupation __________

7. Name ______________________________
Address ______________________________
____
Type of business ______________________________
Approximate number of employees in this occupation __________

8. Name ______________________________
Address ______________________________
____
Type of business ______________________________
Approximate number of employees in this occupation __________

9. Name ______________________________
Address ______________________________
____
Type of business ______________________________
Approximate number of employees in this occupation __________

10. Name ______________________________
Address ______________________________
____
Type of business ______________________________
Approximate number of employees in this occupation __________

11. Name ______________________________
Address ______________________________
____
Type of business ______________________________
Approximate number of employees in this occupation __________

12. Name ____________________

Address ____________________

____

Type of business ____________________

Approximate number of employees in this occupation __________

13. Name ____________________

Address ____________________

____

Type of business ____________________

Approximate number of employees in this occupation __________

14. Name ____________________

Address ____________________

____

Type of business ____________________

Approximate number of employees in this occupation __________

15. Name ____________________

Address ____________________

____

Type of business ____________________

Approximate number of employees in this occupation __________

16. Name ____________________

Address ____________________

____

Type of business ____________________

Approximate number of employees in this occupation __________

Exercise 2. Describing Jobs

In Exercise 1 you completed a list of employing organizations. The next step is to find out more information about particular jobs in your chosen occupation. Use all the sources of information you can: reference books in your classroom and library, information pamphlets from government departments, employers and employment agencies, and even follow students who may have knowledge of particular jobs and occupations.

Fill in the information you collect on jobs on the Job Description forms that follow. There are forms for you to describe up to four specific jobs. You do not need to fill them all in; on the other hand, if you want to describe more jobs, you should use your own notebook.

JOB DESCRIPTION

Occupational Group Number ____________

Occupational Group Name ____________

Occupation (s)

1. ____________ 4. ____________
2. ____________ 5. ____________
3. ____________ 6. ____________

Employing Organizations

1. ____________ 4. ____________
2. ____________ 5. ____________
3. ____________ 6. ____________

Nature Of The Work ____________

Working Conditions ____________

Advancement Possibilities

Future Prospects

Pay And Other Benefits

Work Organizations

Particular Qualifications

Certificates, Diplomas And Other Credentials Required

Other

JOB DESCRIPTION

Occupational Group Number ______________

Occupational Group Name ____

Occupation (s)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Employing Organizations

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Nature Of The Work ____

Working Conditions ____

Advancement Possibilities

Future Prospects

Pay And Other Benefits

Work Organizations

Particular Qualifications

Certificates, Diplomas And Other Credentials Required

Other

JOB DESCRIPTION

Occupational Group Number ____________

Occupational Group Name ______________________________

Occupation (s)

1. ____________ 4. ____________
2. ____________ 5. ____________
3. ____________ 6. ____________

Employing Organizations

1. ____________ 4. ____________
2. ____________ 5. ____________
3. ____________ 6. ____________

Nature Of The Work ______________________________

Working Conditions ______________________________

Advancement Possibilities

Future Prospects

Pay And Other Benefits

Work Organizations

Particular Qualifications

Certificates, Diplomas And Other Credentials Required

Other

JOB DESCRIPTION

Occupational Group Number ____________

Occupational Group Name ____

Occupation (s)

1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________

Employing Organizations

1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________

Nature Of The Work ____

Working Conditions ____

Advancement Possibilities

Future Prospects

Pay And Other Benefits

Work Organizations

Particular Qualifications

Certificates, Diplomas And Other Credentials Required

Other

VI

INQUIRY

MANPOWER

TELEVISION

RADIO

CONVERSATION

NEWSPAPER

IDENTIFYING JOB OPPORTUNITIES

UNIT 1: USING SERVICES OF AGENCIES

Exercise 1. Causes of Job Openings

At this point you begin a series of activities which will help you find a job opening and get a job. A good place to start is by looking at the causes of job openings. There always seem to be jobs advertised in the newspaper, through Manpower Centres and other places. What causes employers to be looking for new employees?

Generally, job openings are causes by two main things:

1. people leaving jobs;
2. new jobs being created.

Why do people leave jobs? Some people leave to accept a different job because they prefer the new one over the one they have. Most people change jobs because they want better pay or a better work location, or because they think they will be more satisfied in the new job. Other people leave jobs because they are dismissed by the employer for one reason or another. Still other people leave because of health reasons. Death and retirement make openings available to new employees. With all these changes, it's not hard to see that jobs are opening up all the time.

The creation of new jobs also makes job openings. New businesses or industries must hire completely new staff to get started. Businesses which expand also cause job openings because expansion usually requires more people to operate additional branch offices or new machinery. Try to think of some place in your community which is new and where people are working at jobs which did not exist one year ago. Try to think of some place where new people have been hired because of expansion.

Job Openings by Population

The number of job openings is also important. Of course, in a large city, more jobs will be available and will likely be of many different kinds. A smaller community will have fewer openings, and perhaps the kinds of jobs available will be limited.

Here is a table which shows the number of job openings you might expect in cities of different sizes.

Table 1

City Population	Approximate Working Population	Jobs Open On Any One Day
1,000,000	400,000	4,000
500,000	200,000	2,000
100,000	40,000	400
50,000	20,000	200
30,000	12,000	120
15,000	6,000	60
5,000	2,000	20
3,000	1,200	12

The kinds of job openings also affect your chances of getting a job. Jobs in Canada are of many different kinds, but these can be shown in groups. Table 2 will help show you what kinds of jobs there are, and what percent each is of all Canadian jobs.

Table 2

Occupation	Percent of All Canadian Jobs
Craftsmen	29%
Professional & Technical	10%
Farming	10%
Transportation and Communications	7%
Clerical	6%
Labour	6%
Sales	5%
Logging	1%
Mining	1%
All others	25%

Table 3 shows the kinds of jobs in more detail, along with their percentages.

Table 3

Occupation	Percent of All Canadian Jobs
Machinists	5%
Drivers (truck, taxi, bus)	5%
Construction (except carpenters)	4%
Carpenters	4%
Mechanics	4%
Equipment Operators	3%
Foremen in Crafts	3%
Stenographers - Typists	3%
Electricians	2%
Clothing Manufacturers	1%
Food Preparation	1%

The following table shows the expected number of jobs open on any working day in cities with different populations. For example, suppose you want to find out how many job vacancies there are for machinists in a city of 50,000. The last chart showed that machinists are about 5% of all Canadian jobs. Look down the column under 5% in this table until you reach the line for a city of 50,000. You could expect about 10 jobs open for machinists in that city on any working day. Remember that these figures are only averages for all of Canada. They may not be exactly right for your community, but they show a general trend.

Table 4

Expected Numbers of Jobs Open on Any Working Day*

City Population	Percent of all Canadian Jobs						
	1%	2%	3%	4%	5%	6%	7%
1,000,000	40	80	120	160	200	240	280
800,000	32	64	96	128	160	192	224
500,000	20	40	60	80	100	120	140
300,000	12	24	36	48	60	72	84
200,000	8	16	24	32	40	48	56
100,000	4	8	12	16	20	24	28
80,000	3	6	10	13	16	19	22
50,000	2	4	6	8	10	12	14
30,000	1	2	4	5	6	7	8
20,000	1	2	2	3	4	5	6
15,000	2/3	1	2	2	3	4	4
10,000	1/2	1	1	2	2	2	3
5,000	1/5	1/2	2/3	1	1	1	1
3,000	1/8	1/4	1/3	1/2	2/3	3/4	1

* Numbers of jobs below 1 per day are shown as a fraction, e.g. 2/3, which should be read as "2 jobs every 3 days."

Expected Numbers of Jobs Open in My Community

You can use the figures in Table 4 to find how many jobs you might expect to be open on any working day in your community. Select two or three sample occupations from Tables 2 and 3 and list their names and percents on the form below. Next select the population figure from Table 4 which is nearest to the size of your community. Then you can read off the expected number of vacancies from Table 4 and write them on the form.

Occupation	Population of my Community	% of All Canadian Jobs	Expected Vacancies Per Working Day

Exercise 2. Using Employment Agencies

For you to get a job, a job must exist. You must also have the qualifications to get it. You have seen that jobs of all kinds are opening all the time. Often the most difficult part, and one which most people handle quite badly, is finding out about job openings.

One way to find job openings is to use an employment agency. Employment agencies are places where employers place requests for employees and where people go to find out about jobs. They are a kind of job market place.

There are two kinds of employment agencies. One of these is the public agency such as the Canada Manpower Centre. The other kind are private agencies which operate in much the same way as a job market place, but they charge a fee for their services.

Your instructor will discuss these agencies, their services and how to use them properly. There may be some booklets in your classroom which will tell you about the agencies. Perhaps someone from the Canada Manpower Centre or other agency will visit your class.

Here are some of the services which you might expect to get at an employment agency.

1. Information about job openings.

2. Assistance in arranging interviews or making contact with employers.

3. Testing and evaluation of your interests and aptitudes to see which occupation you might consider.

4. Help in preparing letters, application forms and resumés.

5. Information about training and often information about how to get financial assistance to take training.

6. Information about jobs in other locations and information and assistance to relocate if necessary.

UNIT 2: USING THE MEDIA

Exercise 1. Using Newspapers and Other Media

Information about job openings is made available to people through the media. The most common of these are newspapers, radio, TV and employment bulletins and journals. Knowing how to find information in these and using them properly is an important job search skill.

Newspapers

Many employers find new people for their organization by advertising in newspapers. If you are looking for a job, a good place to find out about an opening is in the newspaper classified section under the "Employment" or "Help Wanted" sections. Sometimes jobs are classified by type such as professional, clerical, construction or other groupings.

Reading the advertisements also requires some skill. Often abbreviations are used which you must know how to read if you want to find out if the job is one you might want to get. Your instructor will go over several of these with you so that you can get some practice reading them.

Here are two examples. Answer the questions after each of these as practice in reading advertisements.

1. PERMANENT EMPLOYMENT

> Catalogue order desk sales person required. Steady work. Must be able to meet the public. Training on the job. Apply in writing to Catalogue Sales.
>
> Western Safety Supplies
> Box 1700

a. What type of work is it? ________________

____

b. What company is advertising the job?

____

c. How can you find out more about the job?

____

____

d. List 2 other things the ad tells you about the job. ________________

____

2. HELP WANTED

Driver-Sales person required for local bakery. City route. Five days per week. All benefits. Good wages. Permanent employment for the right person. Must be bondable. Call in person at the personnel office.

Best Bread Ltd.
1207 Industrial Road

a. What type of work is it? ____________

____

b. What company is advertising the job?

____

c. How can you find out more about the job?

____

____

d. List two other things the ad tells you about the job. ____________

____

Other Media

Besides newspapers, some employers advertise through their own employment bulletins. Governments find people in this way by posting lists of job openings in special places. The Federal Government of Canada has employment bulletins in all post offices. These can be seen by any person. If they aren't posted on a bulletin board, ask the postmaster to see them. Provincial governments usually have their lists available at certain government offices. Other places you might see employment bulletins are at union buildings, schools and colleges, and of course at employment agencies.

If you live in an area where there is a public library, there will be a periodical section in the library where trade journals will be available. Look through this section for journals which have job advertisements. The library also is a good place to find out-of-town newspapers which contain job advertisements.

UNIT 3: USING PERSONAL CONTACTS

Exercise 1. Using Personal Contacts

Person-to-person contacts with friends, relatives and former employers are often useful to find out about job openings. Sometimes the contact can even take the form of a job application, simply by asking about an opening. There are some types of jobs which require a person to be at a certain place at a certain time, and that is the only application required. Use your personal contacts to find out about these situations.

Personal contacts are really of two kinds. One kind is people you know. These are your friends, neighbours, relatives, former employers, former teachers and others. The other kind are people you don't know. These will be employers whom you contact just to ask about jobs. Both kinds are important to you in your job search.

In using the people you know, your main task is to contact them and find out if they know of any job openings for you. If these people are employers, your contact will be to ask for a job. These are some important points to remember in using personal contacts:

1. Always get all the details about the job.
2. Always ask if you can use the person as a reference.
3. Always tell your contact the results of the suggested action.
4. Always thank your contact for his help.

When making personal contacts with employers, consider the size of the business. Here is a guide to finding possible openings.

Job Openings By Size Of Firm

Size of Firm	Possibility of Vacancy On Any Working Day
Very Large Over 100 employees	1 vacancy per 100 employees
Large 75-100 employees	1 vacancy in every 2 firms
Medium 20-75 employees	1 vacancy in 2 out of 5 firms
Small Less than 20 employees	1 vacancy in 1 out of 5 firms

This chart shows that you will need to see more small employers to find openings than larger ones. Remember also that small employers often do not use application forms nor have large personnel offices. Personal contacts can be effective - so call on lots of these. Watch for "Help Wanted" signs too.

VII

MAKING JOB APPLICATIONS

DATE

NAME

EDUCATION

DEPENDANTS

ADDRESS

AGE

EXPERIENCE

UNIT 1 : COMPLETING APPLICATION FORMS

Exercise 1. Application for Employment No. 1

After finding a job opening, your next task will be to make application for the job in the most appropriate way. Many employers have employment applications which they require applicants to fill out. These forms are used by the employer to get the information he needs to make decisions about hiring new staff. In this unit, you will have a chance to learn to fill in application forms and practice on several different examples.

The form on the next page is a fairly standard application form. Your instructor will go through it part by part. You can complete the form with your own information as each part is explained.

APPLICATION FOR EMPLOYMENT NO. 1

NAME ________________ TELEPHONE ________

ADDRESS ________________________ AGE ____

MARITAL STATUS ____________ SOC. INS. NO. ________

CONDITION OF HEALTH ________ WEIGHT ____ HEIGHT ____ SEX ____

NUMBER OF DEPENDANTS ________ WIFE (HUSBAND) WORK? ________

EDUCATION

HIGH SCHOOL GRADE COMPLETED ____ YEAR ____ SCHOOL ________

LIST OTHER EDUCATION:

Course	Year Completed	School

EXPERIENCE: LIST ALL JOBS UNDER THE GIVEN HEADINGS. START WITH MOST RECENT OR PRESENT POSITION.

Employer	Position	From	To	Supervisor

LIST 3 REFERENCES HERE:

Name	Address	Telephone

DATE ____________ SIGNATURE ____________

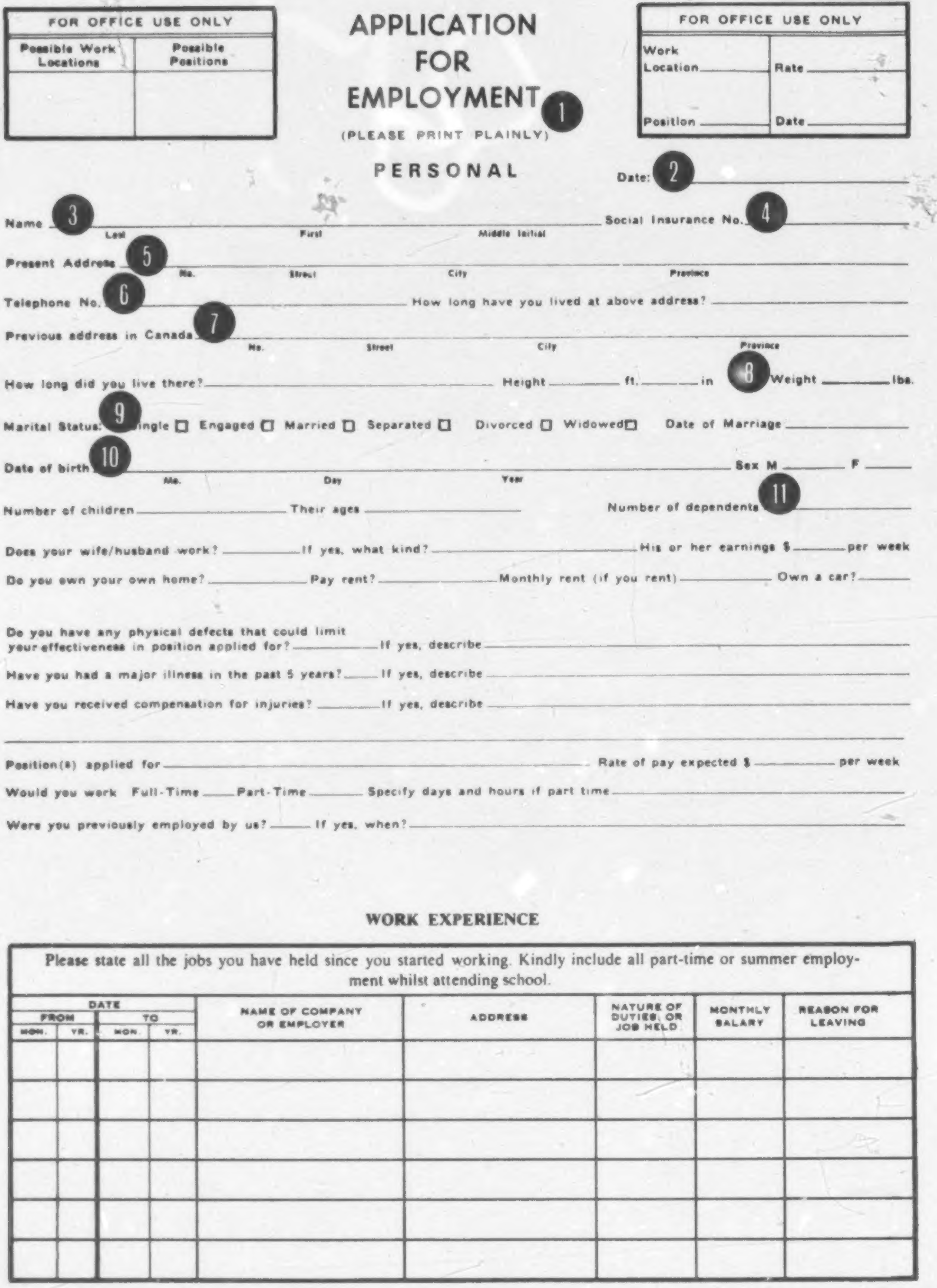
Exercise 2. Application for Employment No. 2

The first impression many employers will get from you is your application form. If you fill it out correctly and neatly, it will tell him positive things about your aptitudes and reliability and acquaint him with your skills and experiences. Each employer has a form which asks the questions he feels are necessary for his decision. The form we are going to use as the example in this exercise may be more complicated than most, but it will give you a good idea of the type of questions you will have to answer.

HERE IS A GOOD CHECK LIST TO FOLLOW. When you have finished filling in the form, come back to this list as a guide to checking your form.

1. The form must be accurate.
2. The information must be complete.
3. The information must be honest.
4. The form must be neat.
5. The written instructions must be followed.
6. All responses must be typewritten or written in ink.

The following pages give a step-by-step set of instructions to fill out the sample form. Read carefully the information for each number on the instruction page; then complete that part of the application form. After you have finished it, check it to see if you have followed all the points in the Check List above.



FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

APPLICATION FOR EMPLOYMENT ①

(PLEASE PRINT PLAINLY)

FOR OFFICE USE ONLY	
Work Location ____	Rate ____
Position ____	Date ____

PERSONAL

Date: ② ____

Name ③ ____ (Last) ____ (First) ____ (Middle Initial) ____ Social Insurance No. ④ ____

Present Address ⑤ ____ (No.) ____ (Street) ____ (City) ____ (Province)

Telephone No. ⑥ ____ How long have you lived at above address? ____

Previous address in Canada ⑦ ____ (No.) ____ (Street) ____ (City) ____ (Province)

How long did you live there? ____ Height ____ ft. ____ in ⑧ Weight ____ lbs.

Marital Status: ⑨ Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐ Date of Marriage ____

Date of birth ⑩ ____ (Mo.) ____ (Day) ____ (Year) ____ Sex M ____ F ____

Number of children ____ Their ages ____ Number of dependents ⑪ ____

Does your wife/husband work? ____ If yes, what kind? ____ His or her earnings $ ____ per week

Do you own your own home? ____ Pay rent? ____ Monthly rent (if you rent) ____ Own a car? ____

Do you have any physical defects that could limit your effectiveness in position applied for? ____ If yes, describe ____

Have you had a major illness in the past 5 years? ____ If yes, describe ____

Have you received compensation for injuries? ____ If yes, describe ____

Position(s) applied for ____ Rate of pay expected $ ____ per week

Would you work Full-Time ____ Part-Time ____ Specify days and hours if part time ____

Were you previously employed by us? ____ If yes, when? ____

WORK EXPERIENCE

Please state all the jobs you have held since you started working. Kindly include all part-time or summer employment whilst attending school.

DATE				NAME OF COMPANY OR EMPLOYER	ADDRESS	NATURE OF DUTIES, OR JOB HELD	MONTHLY SALARY	REASON FOR LEAVING
FROM		TO						
MON.	YR.	MON.	YR.					

① Each firm has its own way of filling out the forms. Some firms require both printing and writing. They may use this to see if you follow instructions. Read the instructions at the top of the form carefully. The date is the day you fill out the form.

② On forms where space is not supplied for day, month and year, write out the name of the month in all places a date is requested.

③ They may ask you to list your name in one of several ways. Your last, or family, or surname is usually put down first, but it may be the other way around. They will also want your first and middle name or your first name and initial of your second name. Or they may just want your initials. Be careful. Put down exactly what they ask for. If you have no second name put a small dash in that space.

④ In most cases, you will be asked for your Social Insurance Number. List it the same way it is on your card: three groups of three numbers.

⑤ In the address section, give your normal, complete, mailing address. They may want to offer you a job and they'll want to find you with the least amount of effort.

⑥ Your phone number includes your area code; this application may have to go to a head office.

⑦ Previous address; give the full address and how long you were there.

⑧ Your height and weight are usually requested, but some firms even want the colour of your eyes and the colour of your hair.

⑨ Marital status. Some firms want very accurate information. Some firms don't. If there is a future marriage or divorce ahead of you, put down your status as of the day you fill in the form and a note of potential change.

⑩ Your date of birth. Your sex. This may not seem necessary when, to you, your first name is obviously male or female. Fill it in; the person who reviews this application doesn't like playing guessing games.

⑪ Other dependants. This is the total number of dependants, including children, spouse, parents or others.

FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

FOR OFFICE USE ONLY	
Work Location ______	Rate ______
Position ______	Date ______

PERSONAL

Date: ______

Name ______ Last ______ First ______ Middle Initial ______ Social Insurance No. ______

Present Address ______ No. ______ Street ______ City ______ Province ______

Telephone No. ______ How long have you lived at above address? ______

Previous address in Canada ______ No. ______ Street ______ City ______ Province ______

How long did you live there? ______ Height ______ ft. ______ in Weight ______ lbs.

Marital Status: Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐ Date of Marriage ______

Date of birth ______ Mo. ______ Day ______ Year ______ Sex M ______ F ______

Number of children ______ Their ages ______ Number of dependents ______

Does your wife/husband work? ______ ⑫ If yes, what kind? ______ His or her earnings $ ______ per week

Do you own your own home? ______ ⑬ Pay rent? ______ Monthly rent (if you rent) ______ Own a car? ______

Do you have any physical defects that could limit your effectiveness in position applied for? ______ If yes, describe ______

⑭

Have you had a major illness in the past 5 years? ______ If yes, describe ______

Have you received compensation for injuries? ______ If yes, describe ______

______

Position(s) applied for ⑮ ______ Rate of pay expected ⑯ ______ per week

Would you work Full-Time ______ Part-Time ⑰ ______ Specify days and hours if part time ______

Were you previously employed by us? ______ If yes, when? ______

⑱ WORK EXPERIENCE

Please state all the jobs you have held since you started working. Kindly include all part-time or summer employment whilst attending school.

DATE				NAME OF COMPANY OR EMPLOYER	ADDRESS	NATURE OF DUTIES, OR JOB HELD	MONTHLY SALARY	REASON FOR LEAVING
FROM		TO						
MON.	YR.	MON.	YR.					

⑫ They sometimes want to know if your spouse works, what his/her position is, and in some cases, how much he/she makes and how long he/she has been there. The question about his/her salary may seem quite personal, but these applications are treated in confidence and these figures don't become public knowledge.

⑬ A few application forms ask questions about your home or your car. Again, this may seem to be none of their business, but the person who reviews these applications in order to select the ones he wants to interview has very likely never met you or the other applicants. This application form is the only guide he has and he will want to form an opinion about you before he sets up the interview.

⑭ Physical defects or limitations. Most firms want to know about any physical limitations you may have and, if you are in a more remote area, away from complete medical services, they want to know quite a bit of detail. Generally, they want to know about such things as hearing loss, poor eyesight, speech impediments, etc.

⑮ What position do you want? Be specific! An answer like "anything" or "whatever you have open" doesn't really impress employers.

⑯ State the salary you expect. If you feel you should start at the minimum wage level until you get into the swing of things, put it down. A lot of employers are getting wary of people who feel they should start at the top. On the other hand, if you feel you have to have more than the minimum wage in order for you to go to work, state what the minimum salary for you would have to be.

⑰ Do you want to work full or part-time? If you are prepared to work only part-time, say so. Sometimes a part-time job can develop into a full-time job.

⑱ Your past jobs. Be as accurate as you can. Over the years, we sometimes forget salary levels, the address of firms, the starting and finishing dates, but put down as much as you can. The usual practice is to list the last job you had first and go back from there. Be honest in stating your reason for leaving those jobs.

RECORD OF EDUCATION

School	⑲ COURSE OF STUDY (Including Major Subjects)	Years Attended		Check Last Year Completed				Did You Graduate?	List Diploma or Degree
		From	To						
Elementary				5	6	7	8	☐ Yes ☐ No	
High				1	2	3	4 5	☐ Yes ☐ No	
University				1	2	3	4	☐ Yes ☐ No	
Other (Specify)				1	2	3	4	☐ Yes ☐ No	

⑳

List any friends or relatives working for us ____________________ Name ____________________ Relationship

____________________ Name ____________________ Relationship

Were you ever convicted? ______ If yes, describe in full ____________________

____

____

㉑ PERSONAL REFERENCES (Not Former Employers or Relatives)

Name and Occupation	Address	Phone Number

Have you ever been bonded? If yes, on what jobs? ____________________

May we contact the employers listed? ____________ If not, indicate by No. which one(s) you do not wish us to contact ____

____

The facts set forth above in my application for employment are true and complete. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal.

____

Signature of Applicant

⑲ Your education. Again, dates may be hard to remember, but some firms want to know more than just the year. Under the other, or special or night school heading, list the courses that you have taken such as business courses, first aid, technical courses. Don't list hobby courses. For other languages, state whether you are fluent in the use or have a basic knowledge only.

⑳ There are other questions that are required for certain industries such as "do you have any relations working for the company" or "have you ever been convicted". Answer truthfully.

㉑ Finally, what references do you have? References are the people who the employer can call to find out about you. Most firms request that you don't use relatives as a reference and many request that you don't use former employers. Before you use anyone's name, be sure you check with him first. It may just happen that your reference and the firm you want to be employed at are not on the best of terms. Using that reference may do you more harm than good. If you do get the job, be sure to thank the persons you used as references.

When you have completed the form, read it completely over once more. Perhaps you missed a question or did not read the question correctly. Go over the information for each number to see that all the points have been covered.

Exercise 3. Master Registration Form

The next form is the Master Registration Form used in Canada Manpower Centres. Besides giving you more practice, completing it now will help you if you need to fill it in at the Manpower Centre later on. Your instructor will discuss the form and explain what information is required. It is not necessary for you to fill in the area on the right hand side of the first page, nor the oval blocks where the CMC fills in coded information.

The Master Registration Form reproduced on the next two pages is expected to be changed early in the summer of 1974. Your instructor should be able to get copies of the new form, along with instructions on how to complete it, from your local CMC office.

MASTER REGISTRATION FORM

01. SOCIAL INSURANCE NO.

02. SURNAME

03. INITIALS

04. DOCUMENT SERIAL NO. **G000000O**

05 TITLE 1 ☐ MR. 2 ☐ MRS. 3 ☐ MISS

06. GIVEN NAME USED

07. DATE OF BIRTH DAY MTH. YR.

08. HOME ADDRESS (NO. AND STREET)

09. RES CODE

10. MARITAL STATUS 1 ☐ SINGLE 2 ☐ MARRIED 3 ☐ OTHER

11. (CITY OR TOWN)

12. NO OF DEPENDENTS

13. WEIGHT IN LBS.

14. HEIGHT FT. IN.

15. PROVINCE

16. POSTAL CODE

17. TELEPHONE NO.

18. OTHER PHONE NO.

19. IN WHAT ZONE(S) OF THIS AREA ARE YOU PREPARED TO WORK (SEE MAP)

A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ K ☐

20. IF YOU WILL MOVE TO GET A JOB WHERE WILL YOU MOVE TO

M ☐ ATLANTIC PROVINCES P ☐ QUÉBEC R ☐ ONTARIO S ☐ PRAIRIES, N.W.T. T ☐ B.C. YUKON X ☐ OTHER

WORK DESIRED

21A. (CHECK ONE BOX ONLY) 1 ☐ PERMANENT 2 ☐ TEMPORARY 3 ☐ CASUAL 4 ☐ ANY

21B. (CHECK ONE BOX ONLY) 1 ☐ DAYS ONLY 2 ☐ EVENINGS ONLY 3 ☐ NIGHTS ONLY 4 ☐ ANY TIME

21C. (CHECK ONE BOX ONLY) 1 ☐ FULL TIME 2 ☐ PART-TIME 3 ☐ EITHER

21D. EXPLANATION (IF NECESSARY)

22A. DESCRIBE ANY DISABILITY THAT MAY AFFECT YOUR EMPLOYMENT

22B. DIS CODE

23A. DO YOU QUALIFY FOR VETERANS PREFERENCE 1 ☐ YES 2 ☐ NO

23B. IF YES, ARE YOU RECEIVING VETERANS DISABILITY PENSION 1 ☐ YES 2 ☐ NO

24. IF YOU ARE NOT A CANADIAN CITIZEN IN WHAT YEAR DID YOU ENTER CANADA 19

IF REQUIRED FOR WORK DO YOU HAVE

25A. AUTOMOBILE 1 ☐ YES 2 ☐ NO

25B. TOOLS 1 ☐ YES 2 ☐ NO

25C. SAFETY EQUIPMENT 1 ☐ YES 2 ☐ NO

25D. DRIVER'S LICENCE 1 ☐ NONE 2 ☐ OPERATOR 3 ☐ CHAUFFEUR 4 ☐ OTHER (SPECIFY)

26A. WAGE REQUIRED $ PER

26B. CODE

27A. LANGUAGES ENGLISH ☐ SPEAK ☐ WRITE FRENCH ☐ SPEAK ☐ WRITE OTHER (SPECIFY) ☐ SPEAK ☐ WRITE

27B. S W

28A. CAN YOU START WORK IMMEDIATELY ☐ YES ☐ NO

28B. IF NOT, WHEN

28C. CD

28D. DATE AVAILABLE DAY MTH YR

29A. EDUC PRES

29B. EDUC FUT

29 EDUCATION	C. HIGHEST GRADE COMPLETED	D. YEAR IN WHICH COMPLETED	E PROVINCE OR COUNTRY	F LICENCE DIPLOMA CERTIFICATE DEGREE, ETC.	G AREA OF SPECIALIZATION	H ADDITIONAL DETAILS
J ACADEMIC						
K TRADES TECHNICAL						
L COMMERCIAL						
M TECHNOLOGICAL						
N COLLEGE / UNIVERSITY						
P OTHER						

30. WHAT JOB(S) ARE YOU LOOKING FOR (IN ORDER OF PREFERENCE)

FOR THOSE INTERESTED IN FEDERAL PUBLIC SERVICE EMPLOYMENT

31A. WANT JOB WITH 1 ☐ FED. PUB. SERV. ONLY 2 ☐ FED. PUB. SERVICE OR OTHER EMPLOYER

31B. CANADIAN CITIZEN 1 ☐ YES 2 ☐ NO

31C. WANT EXAMINATION IN 1 ☐ ENGLISH 2 ☐ FRENCH

32. ARE YOU EMPLOYED 1 ☐ YES 2 ☐ NO

33. SEEKING WORK SINCE DAY MTH. YR.

34. IF MEMBER OF PROFESSIONAL ASSOCIATION OR UNION GIVE NAME

35A PRIME OCCUPATION CODE B P.S. C EX 36 CAT

T TITLE

W NOTES

35 IND EXP D G K N

37 U.I.C. 1 ☐ YES 2 ☐ NO

38 O.A. 1 ☐ YES 2 ☐ NO

39 PRT

40 CMC RESP

41 C.D.

42 ACTION DATE DAY MTH YR

43 H.O.

44 REG

45 CMC

46 UNIT

47 P.O. A C E G J L

48 C.D.	ACTION DATE	CD	ACTION DATE	CD	ACTION DATE

49 ACT A D G K

50 MUST CHECK 1 ☐

51 CMTP A B

52 CMWP A B

53 CMC PREP

54 UNIT

55A ALTERNATIVE OCCUPATION CODE B P.S. C EX **2**

T TITLE

W NOTES

55 E/T D G K N

56A ALTERNATIVE OCCUPATION CODE B P.S. C EX **3**

T TITLE

W NOTES

56 RE D G K N

57A ALTERNATIVE OCCUPATION CODE B P.S. C EX **4**

T TITLE

W NOTES

57 ACT E.T. CRE D G

57 S.C. L M N P R S

WORK HISTORY STARTING WITH YOUR MOST RECENT JOB

JOB TITLE	5BA.	5BA.	6DA.
WORK PERFORMED	B.	B.	B.
NAME OF EMPLOYER	C	C	C
LOCATION	D	D	D
TYPE OF BUSINESS	E	E	E
FINAL SALARY	F $ PER	F $ PER	F $ PER
DATES EMPLOYED	G MONTH YEAR MONTH YEAR FROM TO	G MONTH YEAR MONTH YEAR FROM TO	G MONTH YEAR MONTH YEAR FROM TO
REASON FOR LEAVING	H	H	H
NAME OF EMPLOYER	J.	J.	J.
LOCATION	K	K	K
TYPE OF BUSINESS	L	L	L
FINAL SALARY	M $ PER	M $ PER	M $ PER
DATES EMPLOYED	N MONTH YEAR MONTH YEAR FROM TO	N MONTH YEAR MONTH YEAR FROM TO	N MONTH YEAR MONTH FROM TO
REASON FOR LEAVING	P	P	P

Manpower and Immigration Main-d'œuvre et Immigration

MASTER REGISTRATION

MAN 701E-S (10-72)

DATE SIGNED

SIGNATURE OF CLIENT

ÉGALEMENT DISPONIBLE EN FRANCAIS (FORMULAIRE MAN 701 F-S)

UNIT 2 : PREPARING LETTERS AND RESUMÉS

Exercise 1. Itemized Model Resumé

A resumé is a summary of your personal information such as age, sex, marital status, health, your education and training, your work experience and usually the names of your references. A resumé must be directed to a prospective employer.

The summary of your work experience and your achievements may become one of the most important things you prepare in your job search. You should use an accepted model and write it carefully.

A good resumé will help in the following ways:

1. It will create a favourable impression with an employer.
2. It may excite the interest of an employer.
3. It will outline your personal characteristics and point out your qualifications.
4. It will focus attention on your special abilities.
5. It will give you the best opportunity to be hired for a job that suits your qualifications.

HERE IS A CHECK LIST TO FOLLOW when preparing your resumé. Look back at the list after you have done yours to see that all the points are covered.

It should include:

1. Personal information - name, age, sex, full address, marital status, family and dependants, state of your health.

2. Education and training information - education level completed, special training, certificates, diplomas, degrees, etc. with dates received.

3. Experience - your work experiences with brief descriptions of your duties and responsibilities for each job you have held.

4. Reference - list of names of persons who can tell the employer about your characteristics, education and work experience.

Work through the model resumé which follows. Notice how this person has grouped the information. Think of what you would be writing about yourself.

A

RESUMÉ OF

STEPHANIE JOAN LAMBERT ①

2206 - 6th Avenue East
Maple Leaf, Saskatchewan ②
S9V 2E7

Telephone: (306) 858-4579 ③

THE PARTS OF A RESUMÉ

A The Cover Page

The resumé often contains a title or cover page which gives the following information:

① Your full name.

② Your full mailing address, including postal code.

③ Your telephone number, including area code.

This page gives the prospective employer all the information needed to contact you if he wishes an interview. It also places this information immediately in front of him.

B

Stephanie Joan Lambert ①

2206 - 6th Avenue East
Maple Leaf, Saskatchewan S9V 2E7 ②

Telephone: (306) 858-4579 ③

EMPLOYMENT OBJECTIVE

Salesclerk in the retail sales of floral specialties, gifts or fabrics. ④

WORK EXPERIENCE ⑤

Meeting and Dealing with People	During my employment as a salesclerk, I was recognized by the Department Manager for my ability to handle difficult customers. As a switchboard operator, I gained a reputation for my tact. As a housewife for the past 12 years, I have had to use tact and discretion in a variety of difficult situations. Through my involvement in community work over the past 5 years (meals-on-wheels program - delivering food to shut-ins) I have had to meet and work with many people and I was particularly praised for my patience with the sick. As convenor for my hobby club, I was responsible for maintaining a roster of the members; then I had to contact them when it was their turn to donate lunch.
Ability	At home I have learned to operate and maintain a variety of equipment - washer, dryer, stove and many small appliances. I learned to make temporary repairs to small appliance wiring. An eager learner, I have become an excellent cook and have been praised for the originality of my menus and quality of meals. In order to attend night classes in ceramics and sewing and to participate in community work, I learned to drive in just 4 lessons (I hold a valid driver's licence). I took up ceramics and quickly learned molding techniques, the application of color and glaze and the operation of the kiln. In sewing, I was complimented for my progress and application of techniques.

B Body of the Resumé

In the upper left-hand corner, the information which was on the title page is repeated.

① Your full name.

② Your complete address.

③ Your telephone number.

④ EMPLOYMENT OBJECTIVE

A short statement of your goals or what you wish to do on the job.

⑤ WORK EXPERIENCE

This can be arranged:

a. by subject as shown in the example; or

b. by actual jobs held in your work experience. If this method is used you should:

  i. Always list your last job first, working back toward your first job.

  ii. Place the dates where they can be seen easily.

Example

Truck driver-mechanic - Arctic Oil Company. April, 1970 - Present. Driving water truck to oil drilling rig. Routine maintenance and lubrication to truck. Supervisor - H.A. Cartier.

Taxi driver - White Cab Co. July, 1969 - March, 1970. Driving taxi in city on various shifts. Handling cash and keeping books of car maintenance records. Left to accept job with the oil company. Supervisor - J.H. White.

B Body of Resumé (cont'd.)

⑥

RELATED EXPERIENCE

Experiences that you have had outside of paid jobs that prepare you for employment. These could be hobbies, school activities, etc.

⑦

EDUCATION

List all education and training courses taken. Include:

a. type of training or education.

b. place of training (if college or technical school, list city name).

c. whether you completed course of study or not.

d. date of completion (year only).

⑧

PERSONAL DATA

State pertinent information briefly about yourself.

⑨

REFERENCES

Name people who know you and your work and can tell prospective employers about you. Include:

a. name.

b. address.

c. occupation.

d. telephone number (if you know it).

Obtain permission to use a person as a reference.

Handling Money	An important aspect of being a good homemaker is making the most of the family income. To do this, I plan all purchases of food, clothing and household items, compare price and quality, then make purchases using cash, cheques or credit card. In the home, I share the responsibility with my husband for paying bills and budgeting the income. As convenor for the hobby club, I am required to collect and count cash at each meeting, make bank deposits and report the balance to club members. I had to handle cash, cheques and credit purchases and was responsible for my cash float when I worked as a salesclerk.

RELATED EXPERIENCE ⑥

In school, I learned to type and use the adding machine. I have developed a good knowledge in matching colors and materials. I have developed my ability to prepare and arrange pleasing displays.

EDUCATION ⑦

Completed Grade 11, 1958
Completed evening course in ceramics, Community College, 1970
Completed evening course in sewing, Community College, 1972

PERSONAL DATA ⑧

Age - 32
Height - 5'4"
Weight - 115 lbs.
Health - excellent
Marital Status - married, 2 children, ages 7 and 11
Interest - ceramics, sewing and community work

REFERENCES ⑨

Mr. John SMYTHE
Manager
Tru-Value Mart
Rosthern, Saskatchewan

Tel. (306) 205-7649

Mrs. T. CHECKERS
Operations Supervisor
C.N. Communications
Camloops, Saskatchewan

Tel. (306) 295-3321

Mrs. Janet BLAIRE
1515 Maple Drive
Maple Leaf, Saskatchewan

Tel. (306) 765-8693

Exercise 2. **Preparing a Resumé**

On the following pages, write a resumé of your own, using the model you have just been through as a guide. Look at the check list before starting.

Exercise 3. Itemized Model Letter of Application

The letter of application may be the first sample of your work which a prospective employer sees. From it he will form an opinion about you, your attitudes and abilities. Remember, he may read it before he has even met you, or before he reads a resumé of your qualifications and before he sets a date for a job interview. The letter should leave the employer wanting to know more about you and looking forward to reading your resumé and an interview with you.

HERE IS A GOOD CHECK LIST TO FOLLOW when writing job application letters. Look at the list again after you write your letters.

1. Be brief and to the point.
2. Clearly identify the job you are applying for.
3. State your training and experience.
4. Ask for a job interview.
5. Provide the necessary information to contact you.
6. Write it on one page.

410 Tenth Street East
Hantsport, Nova Scotia ①
B6N 4K2
November 9, 1973

Mr. John Reede
Personnel Manager
Reede's Electric ②
624 Maine Street
HANTSPORT, Nova Scotia

Dear Sir: ③

Please consider my application for the job of electric repairman, advertised in Friday's Beacon. I believe that my training and experience have prepared me to handle the job to your satisfaction. ④

I am 30 years old, married and have two children. I completed my grade ten at the Fairview High School in May of 1964. Since then, I have taken a 32-week Electrical Construction course at the Tech. For the past four years, I have been employed by Mr. J. Doe as a helper in his Repair-It-Right Electric Shop. I have also worked as a transit operator and a maintenance man. ⑤

Enclosed you will find a complete job and personal resumé which includes references. ⑥

I would appreciate an opportunity to discuss the job with you at your convenience. I can be contacted by telephone at (Area Code 902) 864 - 3291. ⑦

Sincerely yours,

Robert Smith ⑧

Robert Smith

enc.

① RETURN ADDRESS AND DATE - Give your full mailing address and the date you are writing the letter. The month is written in full and not abbreviated.

② INSIDE ADDRESS - This is placed at the left margin but lower than the date. It includes:

a. the name of the person to whom you are writing (sometimes the name is not given).

b. the title or position of the person.

c. name of the organization or business.

d. the full address.

Notice the punctuation in all parts.

③ GREETING - The greeting should be the standard business address such as "Dear Sir:" or "Dear Madam:". In the case of applying where "Apply to the Manager" is advertised, "Dear Sir:" is the most appropriate. If no name or position is given and you have the name of the organization only, then direct your letter to "The Manager" in the inside address and use "Dear Sir:" in the greeting.

④ THE POSITION APPLIED FOR - Give the name, number (if known) or description of the job as it appeared in the advertisement. Also state where you learned of the job opening.

⑤ QUALIFICATIONS - Give the important details of your qualifications particularly as they relate to the position you want. If you can, show that you have the qualifications asked for in the advertisement. This is the most important part of the letter. You want the employer to be interested in your qualifications so that he will want to know more about you.

⑥ ENCLOSURES - State in a sentence or two what you are enclosing with the letter.

⑦ REQUEST FOR AN INTERVIEW - Show that you wish to have a job interview and show that you can be available. State any times you are not available due to work, or other reasons.

⑧ CLOSE - Include a complimentary close such as "Sincerely yours" or "Yours truly", sign with your signature and type or print your name. The "enc." at the left means "enclosures" which indicates that you are sending something with the letter. In this case a resume is enclosed.

Exercise 4. Writing a Letter of Application

Choose one of the following newspaper advertisements and write a letter of application for the job you choose. Follow the model you have just worked through. The outline of the model is repeated on the next page. Look at the check list at the beginning of Exercise 3 before starting.

Today's Daily Press

STORE DETECTIVES

Store security officers are wanted for large dept. store. Full and part-time openings. Training provided. Applicants must be bondable. Regular hours and good wages. Company benefits. Write to:

Northern Merchants Ltd.
Box 200

MANAGEMENT TRAINEES

We offer:
- a 5 yr. training prog.
- good starting salary
- holidays/benefits
- opportunity for advancement

Qualifications
- grade 10 minimum
- must be prepared to relocate
- good at meeting people

Write with full details of education & experience to:

Box 503

HOTEL POSITION

Reservations clerk is required by centrally located motor-hotel. Evening shift. Steady work, some weekends. Good wages. Apply in own handwriting to:

Box 2407

2 POSITIONS

Cleaners and pressers required. Regular hours 5 days per week. Full or part-time. Write to:

Plaza Quick Cleaners
South Plaza
Box 410

FORM OF APPLICATION LETTER

(Your Street Address)
(City, Province) ①
(Postal Code)
(Date)

(Name of Employer)
(Street Address or Box Number) ②
(City, Province)
(Postal Code)

Dear Sir: (or Dear Mr. ----) ③

(Position Applied For) ④

(Your Qualifications) ⑤
(Training and Experience).

(Enclosures, If Any). ⑥

(Request For An Interview) ⑦.

Sincerely yours,

(Your Signature) ⑧

(Your Name Printed)

enc.

Exercise 5. **Written Application Techniques**

Sometimes the best way to make application for a job is by using a resumé and sending a letter along with the resumé. The purpose of the resumé, of course, is to outline your qualifications and experience to the employer. The purpose of the letter is to bring the resumé to his attention and point out your qualifications for the job. Here is an example of the content for such a letter.

> *Please consider my qualifications and experience as outlined in the attached resumé in application for the position of ________ which you have advertised in the ____________ ____________.*
>
> *You will notice that I have experience in the type of work mentioned in your advertisement. I enjoy this type of work and would like to continue in it.*
>
> *I can come for an interview at your convenience any day after 3:00 p.m.*

Write a resumé and a covering letter in application for one of the following jobs. Do your work on separate pieces of paper, but keep them as models when they are completed. If you prefer, choose a job advertisement from the local newspaper instead of one of these.

SHOE DEPT.

An experienced person is required for permanent employment selling a full line of men's and women's shoes. Good wages. 40 hour week. Write with full details to:

Manager
Williams Limited
2461 Main Street

PRINTING SHOP

A person is wanted to train as a general worker in a growing commercial printing shop. Some experience helpful but not necessary. Good opportunity for advancement. Good working conditions. Apply in writing to:

City Litho Ltd.
1785 Northwest Blvd.

RELIABILITY

INCOME

EFFICIENCY

RESOURCEFULNESS

VACATION

WORK

RETIREMENT

VIII

EXPLORING JOB EXPECTATIONS

UNIT 1 : IDENTIFYING JOB EXPECTATIONS

Exercise 1. What the Employee Expects

When a person starts work on a new job, he makes an agreement with an employer: the employed person agrees to do a certain job for a certain length of time; in return, the employer promises to pay him for his work.

The first thing we tend to think of is pay, but there are many other conditions in employment. As an employee, you have a right to expect a number of things from an employer. Most of these expectations have become standard requirements in jobs in Canada.

In this exercise, you should read the three pages of cartoons called "Job Expectations: What the Employee Expects" that follow and discuss the points in class with your fellow students and the instructor.

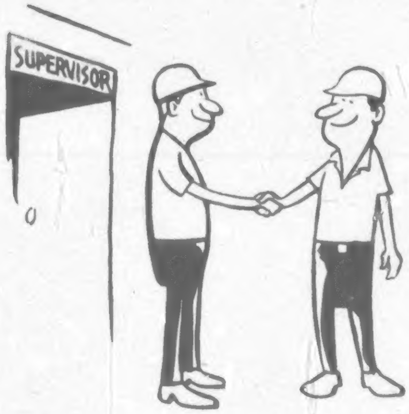
By looking at these things now, it will help you to ask the right questions during employment interviews. Perhaps you will decide to change your ideas about what to expect. You may have to adapt yourself to meet the demands of the job. If you get all the information about the job first, your expectations will more likely be close to what the job requires.

JOB EXPECTATIONS

WHAT THE EMPLOYEE EXPECTS

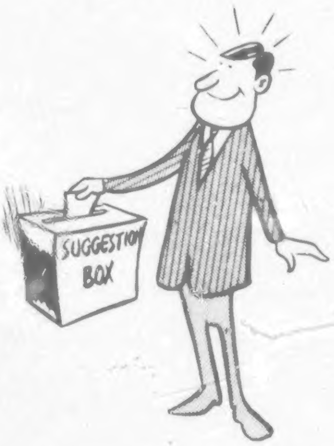
Certain conditions of work have become so common that most employers are obligated to provide them. The following illustrations show ten aspects of work that an employee can expect when he or she goes to work at a new job.

Supervision



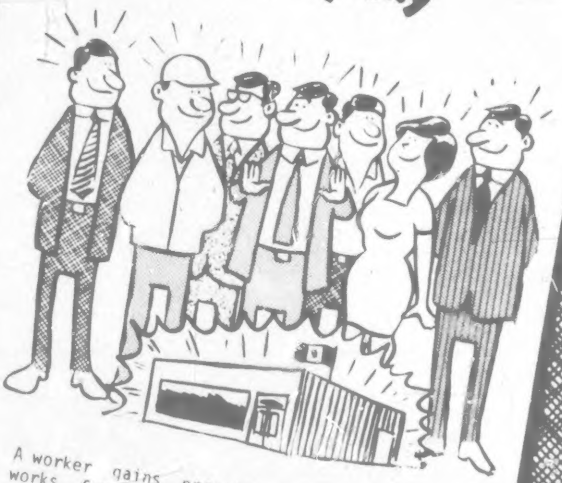
Conscientious and fair supervision where an employee feels that the supervisor maintains his best interests at heart are essential for employee satisfaction. He must be able to feel that he can go and discuss his job and any difficulties he is having on the job with somebody in authority.

Participation



An employee likes to be able to make suggestions to solve problems which arise in his work. In this way, he can contribute to the success of his group, his job and the firm he works for.

The Company



A worker gains prestige as the company he works for gains and holds prestige in the community. In order to have the maximum benefit, an employee needs to pick a company of which he can be justifiably proud.

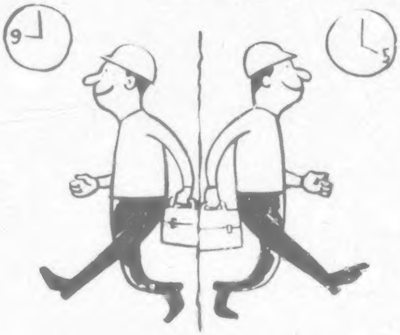
Working Conditions

One of the first conditions that an employee can expect on the job is to be provided with a safe, clean place to work. Although some types of work will be associated with certain hazards, it is the responsibility of the employer to see that unsafe conditions are reduced to a minimum and that each of his employees is provided with the proper tools and equipment to perform quickly and efficiently the tasks he is hired to do.

Nature of job

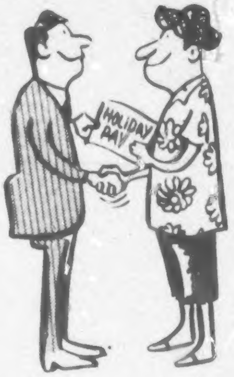
Employees find that the ideal job is one that matches their personal qualifications with those required by the job. The match should include physical abilities, interests, emotional needs, aptitudes, abilities and training.

Hours of work



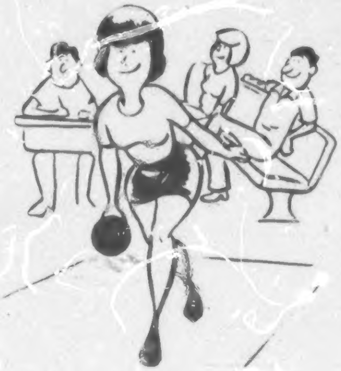
Employees prefer jobs that have regular working hours. Jobs that have regular hours (even though shift work may be involved) that allow for a well-balanced life including time for family activities and recreational activities are usually chosen even when the opportunity to earn more goes with longer hours.

Pay & other Benefits



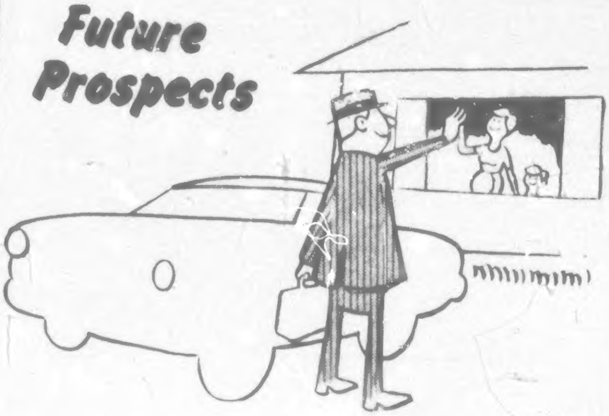
It is quite normal for jobs to be evaluated in terms of pay and other benefits. The pay should reflect the employee's skills, abilities and training. Sometimes, benefits provided by the company are worth more to the employee than the actual salary. In examining a prospective job, a person should become as familiar with the benefits associated with the job as with the basic pay schedule. Benefits include such things as vacations, pension schemes, sick leave, profit sharing and others

Working Associations



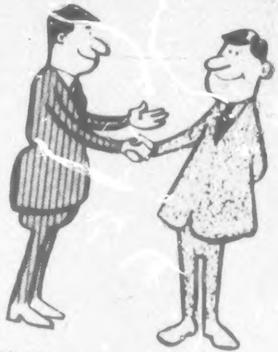
Most jobs provide employees with benefits that have nothing to do with the salary. These include off-the-job recreational and social activities for the staff. Our work life occupies a major part of our time and the people we associate with at work form a social group which is very important to job satisfaction. Besides the informal associations, there are often company social clubs, recreation clubs and in some cases profession or trade associations.

Future Prospects



Closely associated with pay and other immediate benefits is the consideration of what future prospects the job offers its employees. Employees ask, "Will it provide steady employment?", "Is it reasonably certain that the job will be able to provide for the future, for the growth of my family, and for my retirement?".

Advancement



One aspect that often affects a person's outlook toward a job is the opportunity that the job affords him for promotion. Workers are usually better satisfied if they are fully aware of the basis on which promotions are made. Often, employees expect employers to seek people for management positions from the existing staff before looking outside the company.

Exercise 2. What the Employer Expects

In Exercise 1, you examined "What the Employee Expects". In return for what he provides the employee, the employer also has certain expectations. By thinking about these expectations now, you will be helped to ask good questions during an employment interview. You will also get a more realistic picture of the job you are hoping to fill, and that may help you to fill it better.

In this exercise, you should read the three pages of cartoons called "Job Expectations: What the Employer Expects" which follow. As you read these expectations and discuss them with your fellow students and the instructor, try to test yourself by asking, "Do I know this?" "Can I do this?" "Am I like this?" Your job satisfaction, and how well your employer will be satisfied with you, may depend on how well you meet his expectations.

JOB EXPECTATIONS

WHAT THE EMPLOYER EXPECTS

Skills

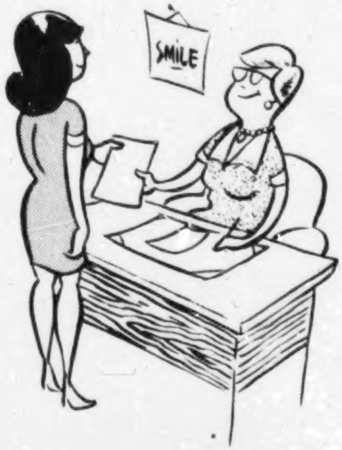
The KNOWLEDGE and the ABILITIES to perform assigned tasks are known as skills. All jobs require different skills at different levels. Knowing and being able are the basis for any employment. They are necessary to get and keep any job.

Dependability

Employers who provide people with jobs are paying for some type of productivity. One of the more important things employers expect of an employee is dependability, or the willingness of that person to produce what he's agreed to produce. Dependability can be displayed by being at work regularly; being on time; sticking to the task assigned; abiding by company policy; making an honest account of company materials and meeting work deadlines and schedules.

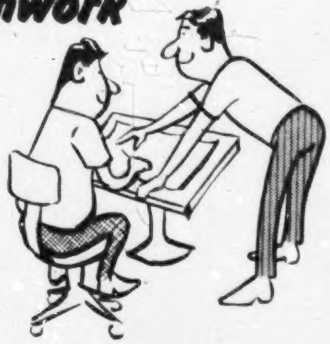
When an employer makes an agreement to give a person a job, he can expect that employee to fulfill certain obligations. The following illustrations show ten aspects of performance and attitude that an employer can expect from those who are working for him.

Friendliness



The employee who is friendly by nature and who gets along with others makes his work and the work of people around him easier. Most employees are going to spend about a third of their day at work. They appreciate this time being spent near a friendly person, rather than a grouch.

Teamwork



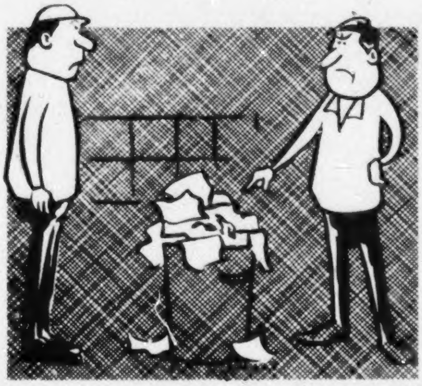
Closely allied with the quality of friendliness, is the ability to work with people toward the accomplishment of an assigned task. One person who is uncooperative can destroy the effectiveness of a large team of people. Teamwork involves:

a.) Not shirking one's part of an assignment.

b.) Respecting the work and the contributions of other members of the team.

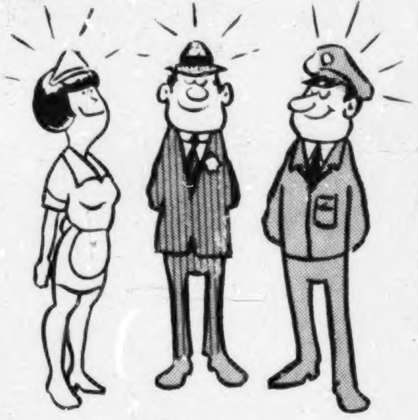
c.) Not seeking personal advancement or recognition from the work of the entire team.

Attention to safety



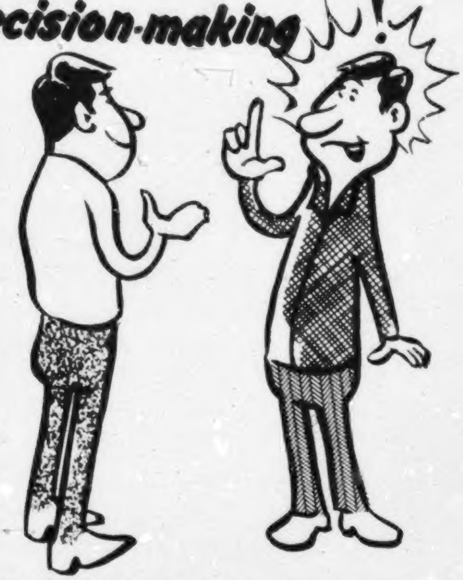
When a man works with a group of people, his actions & observations might not only keep him from being injured but other members of the staff as well. Carelessness to safety factors can disrupt entire operations, cause injuries, and cost employers unecessary expense. An employee should remember always to leave his working area in a safe condition.

Appearance



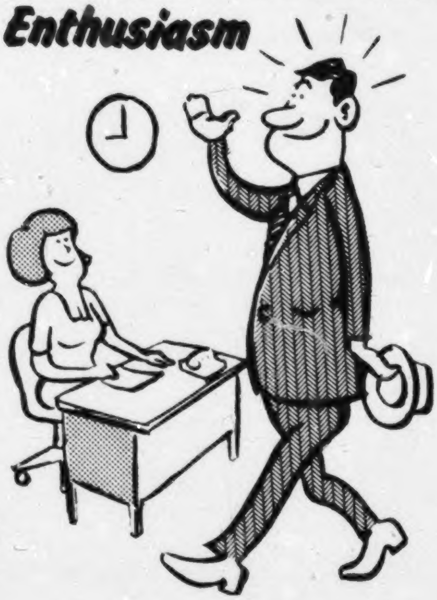
The first mark of good appearance on a job is to be dressed appropriately for the job you are to do. Some jobs require a business suit, while others require heavy, close fitting clothing. Good grooming is also important. Appearance involves dressing & grooming in such a manner that you do not seem out of place while you're on the job.

Decision-making



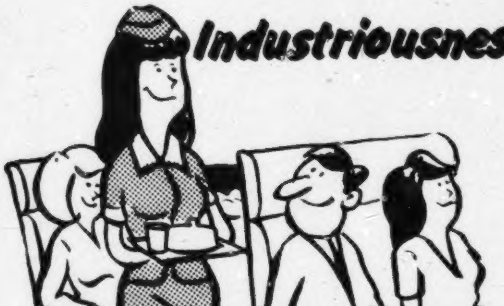
Ability to make a decision and to carry it through is the mark of a mature individual. It involves getting the facts, considering consequences and applying judgement before one acts. Employers may give directions, but no matter how detailed directions or procedures are, employees have to make decisions. Employers expect good judgement in decision situations.

Enthusiasm



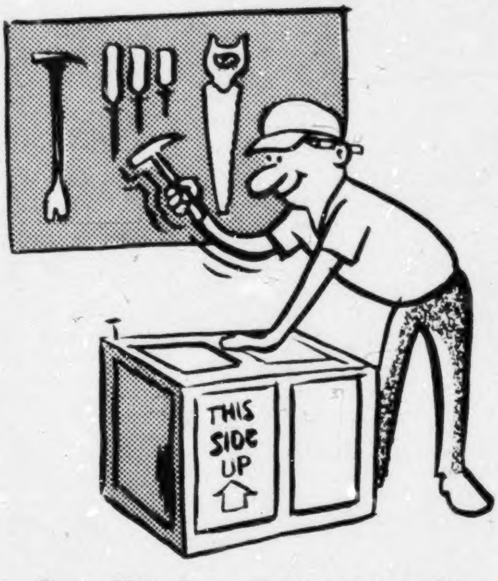
Enthusiasm is genuine interest in the job that causes a person to enjoy the job and to make his association pleasurable to the people around him.

Industriousness



Industriousness is knowing your own job... and getting at it without being prodded or constantly watched. An industrious person is a self-starter who can work with minimum supervision and can use initiative in starting and finishing a task.

Working Habits



The quality of work that a person produces is often related to working habits. Good employees maintain habits such as neatness and accuracy.

UNIT 2 : PRACTISING EMPLOYEE ROLES

Exercise 1. Personal Job Traits

A good employee has to have good work habits. Good habits are as easy to form as bad ones, and this is true of little habits as well as the more important ones. Beginning now to practise good work habits can be rewarding in a job search as well as on the job later. Work habits are important.

The way you perform on a job depends on your personal job traits. Some examples are your persistence in finishing jobs, your punctuality, and even the way you dress. You will have to learn to adapt your habits to particular jobs; some jobs require one thing and some another.

One of the employer expectations you looked at was skills. Of course, you must be able to perform the tasks demanded on the job, but many other expectations are included besides technical skills. In fact, many people who fail to get jobs, or lose jobs, do so because of other things like work habits and relations with people.

On the next page is a Check List of Personal Job Traits. You can use it to test yourself. The following page has an evaluation for the check list and a Past Performance Check List. Work through these check lists to see how you rate. You may want to talk the results over privately with your instructor. If you should score low on the check lists, don't give up. Consider that it is good to know which things might cause you problems; you can use the information to improve your work habits.

Check List of Personal Job Traits

		Always	Sometimes	Never
1.	Is your personal appearance neat?	☐	☐	☐
2.	Are you conscious of appropriate dress?	☐	☐	☐
3.	Are you neat and orderly in your work?	☐	☐	☐
4.	Do you get to work on time?	☐	☐	☐
5.	Do you feel responsible for jobs assigned to you?	☐	☐	☐
6.	Do you seek to perform jobs assigned to you to the best of your ability?	☐	☐	☐
7.	Do you follow directions willingly?	☐	☐	☐
8.	Can you work without constant supervision?	☐	☐	☐
9.	Are you friendly to other members of the staff and employer?	☐	☐	☐
10.	Do you complete jobs which you start?	☐	☐	☐
11.	Are you willing to learn new skills?	☐	☐	☐
12.	Can you continue to work without becoming bored or discontented?	☐	☐	☐
13.	Can you stand pressure?	☐	☐	☐
14.	Are you easily upset or nervous?	☐	☐	☐
15.	Do you respect fellow workers and their jobs?	☐	☐	☐
16.	Can you cooperate with fellow workers?	☐	☐	☐
17.	If you don't understand instructions, are you willing to ask for more details?	☐	☐	☐
18.	Do you respect your supervisor and the job he has to do?	☐	☐	☐
19.	Can you accept criticism?	☐	☐	☐
20.	Can you accept praise?	☐	☐	☐

Evaluation: How many checks did you put in each box?

Always ☐ Sometimes ☐ Never ☐

- If you have 0 in "Never", you will probably meet employer expectations in most jobs.
- If you have up to 4 in "Never" and several in "Sometimes", you need to look at those weak points. They could cause you trouble in getting and keeping a job.
- If you have 5 or more in "Never" and several in "Sometimes", you may not get a job, or if you do get a job, you will probably not be able to keep it.

Past Performance Check List

In your last three jobs (or in the last three years):

	Yes	No
1. Have you ever quit a job without giving the employer notice?	☐	☐
2. Have you missed work for reasons other than sickness, which put the employer in an uncomfortable position?	☐	☐
3. Has anger ever made a marked change in your working ability?	☐	☐
4. Have you ever been ineffective on the job because of a drinking habit?	☐	☐
5. Have you ever been scolded or dismissed because of failure to do your job well?	☐	☐
6. Have you ever had an accident on the job because of your carelessness?	☐	☐

Evaluation: If you answered YES to any of these, you may have trouble getting and keeping a job.

Exercise 2. Planning Self-Development

Rate your ability to meet employer expectations on the following scale, and then fill in the chart following it. If you need help from the instructor, you should ask him for it. You may also want to discuss your ratings and plans for change privately with him.

Self-Rating Scale

		Low				High
1.	Skills	1	2	3	4	5
2.	Dependability	1	2	3	4	5
3.	Friendliness	1	2	3	4	5
4.	Teamwork	1	2	3	4	5
5.	Attention to Safety	1	2	3	4	5
6.	Appearance	1	2	3	4	5
7.	Decision-Making	1	2	3	4	5
8.	Enthusiasm	1	2	3	4	5
9.	Industriousness	1	2	3	4	5
10.	Working Habits	1	2	3	4	5

Things Which I Should Change:	How I Plan To Change Them Within The Next 30 Days:

Exercise 3. Identify Job Expectations

In Exercises 1 and 2, you have looked at job expectations in a general way for both employees and an employer. In this exercise, you can look at expectations for a particular job and for a job interview.

Read the job descriptions below. Choose one of them, or any other job with which you are acquainted, and prepare a set of employer expectations which you think you would have to meet to get and keep the job. For the same job, prepare another set of expectations that the job would have to meet so that you would be satisfied with it.

Compare the two sets of expectations and discuss them with the instructor and others in the class. Ask yourself these questions: "Could I get the job?" "Could I keep it?" "Would I want it?" "Could I adapt to the job?" "What are some things I should find out before I apply for the job?"

Now put yourself in the place of the employer in the job situation you have selected. What behaviours, attitudes, training and skills would he look for as criteria for him to judge the qualifications of an applicant in a job interview? Make a list of them on the form Preparing for an Interview.

JOB #1	Manager Shipping Department (The Big Department Store)
Duties:	Supervise shipping and receiving of all goods coming into the store from suppliers and going out to customers. A staff of 5 work in the department, and 4 truck drivers work on deliveries. The manager must keep the proper records, make damage claims, insure proper packaging and addressing and that goods are delivered on schedule. At peak periods, the manager may assist in all parts of the work.
Salary:	$4.00 per hour.
Hours:	8:00 a.m. to 5:00 p.m., Tuesday to Saturday
Benefits:	Permanent employment, pension plan and disability insurance.

Company: It has stores in all large towns and cities. It sells goods of all kinds usually found in department stores but does not have a grocery department.

Other Info: Employees in the store must belong to a union as a condition of employment. Salary and other benefits including some working conditions are negotiated by the union.

The job is open because the present manager of the Shipping Department is retiring.

JOB #2 Cashier - Coffee Shop, Twin Peaks Motor Hotel

Duties: Collect from the customers of the coffee shop for meals and lunches. File "bills", provide receipts as required and "charge" coffee shop service to the customer's hotel bill when required. Duties require the operation of a cash register. Some additional confections such as tobaccos, candy and newspapers are sold by the cashier. Several credit cards are honoured by the hotel and the cashier handles charges on these cards.

Salary: $110.00 per week.

Benefits: Permanent employment.

Hours: 7:00 a.m. to 3:00 p.m., 5 days per week with rotating days off requiring the cashier to work 2 weekends per month.

Company: It is a locally owned motor-hotel. The coffee shop is large with peak loads at breakfast time from 7:00 a.m. to 9:00 a.m. and at lunch time from noon to 2:00 p.m.

Other Info: The job is open because the present cashier is moving away from the community.

Preparing for the Interview

Using the job you have selected, make a list of up to 10 expectations that an employer might reasonably expect an applicant to meet at a job interview.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

TIME

PLACE

QUESTION

APPEARANCE

MANAGER

DRESS

ANSWER

ATTITUDE

IX

HANDLING JOB INTERVIEWS

UNIT 1: INTERVIEWING TECHNIQUES

Exercise 1 Job Interviews

You will often meet a new employer for the first time in a job interview situation. He will gain his first impression of you in your conversation during the interview. How you prepare for and handle yourself in the interview are very important.

In this exercise you will hear an audiotape of three job interviews. After you have listened to the tape, discuss each applicant's performance with the instructor and the rest of the class. Try to answer the following questions about each applicant:

Interview #1: Applicant Charlie Read

What do you think about this applicant?

1. Was Charlie prepared for the interview?
2. Did he answer the questions directly without avoiding the topic?
3. Did he ask questions to find out about the job?
4. Would you hire Charlie Read? Why?

Interview #2: Applicant Wally Harrison

1. Was Wally prepared for the interview?
2. Did he answer the questions directly without avoiding the topic?
3. Did he ask questions to find out about the job?
4. Would you hire Wally Harrison? Why?

Interview #3: Applicant Bonnar Smith

1. Was Bonnar prepared for the interview?
2. Did he answer the questions directly without avoiding the topic?
3. Did he ask questions to find out about the job?
4. Would you hire Bonnar Smith? Why?

Exercise 2 Tips for a Successful Job Interview

Here are some tips to follow in preparing for and handling job interviews. Read through them. Your instructor will discuss them with you.

1. Why do we have job interviews?

   The purpose of a job interview is to give the interviewer and the applicant an opportunity to learn something about each other, to allow each to assess the possibilities of the applicant filling the job opening, and to determine their mutual advantage to each other. The employer will have established goals for his business, in the same way as the applicant has personal goals for his life and occupation. Each party in the interview weighs his impression of the other against the criteria he has established to meet his goals. Each should know in advance what his criteria are and have a working knowledge of the other's requirements.

2. What is expected in a job interview?

   The employer expects an applicant to hold all or most of the qualifications required by the position or stated in the job description. He also expects an indication that the applicant will be a reliable, conscientious employee.

   The applicant expects to learn about the working conditions to be assured of a reasonable wage, and to establish the employer expectations as to working hours, pay, and general working atmosphere. Generally, he seeks assurance that he will have the opportunity to use his skills and knowledge to the advantage of himself and his employer.

   Each seeks to make a favourable impression on the other.

3. Who will be at the interview?

   In most businesses only two people will be present, the employer and applicant. Some large companies and government agencies, however, have a board or panel of interviewers, who jointly interview candidates and make a decision as to the successful one.

4. When and where will the interview be held?

   When making an appointment for an interview, the applicant should find out and write down the following information:

   a. Where the interview will be held.

   b. What time he is expected to arrive at the place for the interview.

   c. Who his appointment is with.

If the interview is arranged by mail, this will be in the letter requesting the interview.

The applicant should be careful to arrive at the proper place comfortably ahead of the arranged time and present himself to the receptionist to confirm his appointment.

5. What should the applicant know?

   a. The applicant should be able to give, without hesitation, personal information about himself, including training and education, name of training institution and where it is located, and a brief history of his work experience, including time on the job (in years) and names of supervisors.

   b. He should be able to discuss the job he is applying for in a knowledgeable manner.

   c. He should know general information about the business and its product.

   d. He should be ready to answer questions about why he is interested in this particular job or company or about his own personal interests and attitudes. The interviewer may even say, "Tell me about yourself.".

6. What should the applicant do?

   a. He should present himself in a poised, confident and polite manner, keeping in mind the attending behaviours which help project this image.

   b. He should follow the interviewer's conversation and answer his questions honestly, giving complete answers yet not over-answering with unnecessary details.

   c. He should ask any question which will give him additional information that he needs. These questions should be near the end of the interview and cover any information not previously discussed or not made clear, such as:

      (i) working conditions;
      (ii) hours of work;
      (iii) wages and pay periods;
      (iv) other questions about working conditions.

7. How should the applicant be dressed?

The applicant is looking for a job and not going out for the evening. His 'dress' should reflect good taste in the business society in which he is seeking employment. He should be clean, neat and well-groomed. Good grooming includes:

a. hair combed neatly;

b. men shaved, and women with appropriate make-up;

c. shoes shined;

d. accessories in keeping with dress.

These tips will help the applicant present himself in a manner which will leave the interviewer with a favourable impression of him as a person and of his qualifications for the job.

Exercise 3 Filmed Interview

In this exercise you will look again at the film, "Listening Techniques", from Topic II. This time you should check the job applicants in the film to see if they are following the tips you have just read and discussed in Exercise 2. Here is a check list of questions which will help you to know what to look for in the film and to discuss it with the class afterwards.

1. Is the applicant prepared for the interview?
2. Is the applicant involved in the interview and paying attention to the statements and questions?
3. Is the applicant relaxed?
4. Is the applicant making a good impression?
5. Does the applicant answer the interviewer's questions well?
6. Does the applicant ask questions to get information?
7. Does the applicant talk enough? too much?
8. Does he use good attending behaviours?
9. Is the applicant dressed and groomed properly?

UNIT 2: INTERVIEWING PRACTICE

Exercise 1 Role-Playing Job Interviews

In this exercise you will work in groups of three or four. In each group one person will take the part of the applicant, one will be the interviewer, and the other or others will be observers. You should take turns until all in the group have acted in each role.

In every role-played interview, the student acting as the applicant will give the interviewer the list of criteria he developed in Topic V for the occupation he wishes to enter. He should also state the job he is applying for. The interviewer will use the criteria and details about the job to question the applicant and to judge his aptitudes and qualifications for the particular job.

After each interview the observer or observers should make comments on the interview, based on Tips for Successful Job Interviews from Exercise 2 of Unit 1. The whole group can then discuss the techniques used in the interview, and make suggestions as to how the interview could have been improved.

Exercise 2 Simulated Job Interviews

Your instructor will arrange for each student to practise a simulated interview with some person outside the classroom. It could be a local employer, a CMC counsellor, a representative from a commercial employment agency, or another staff member (not your instructor) from your own institution.

The job for which you are applying should be a specific job which you have selected because of your interests and qualifications. The interviewer will need to be told what job you are applying for.

This should be considered as a serious interview. You ought to appear on time, appropriately dressed and prepared to make a good first impression. After the interview you should share your experience with the rest of the class as a final way for each student to improve his skills.

Exercise 3 Interviews for Actual Jobs (Optional)

If you do not expect to take further training immediately and you are ready to start work, you should try to get an interview for a real job. Your instructor or your local Canada Manpower Centre will assist you to arrange the interview, if a suitable job is available, as soon as the course is completed.